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Report on the public instruction in the North-Western provinces and Oudh for the year 1884, by R. T. H. Griffith..

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REPORT

ON

PUBLIC INSTRUCTION IN THE N.-W. P. AND OUDH

For the Year ending the 31st March, 1884.

SECTION I.—GENERAL AND STATISTICAL SUMMARY OF THE YEAR'S OPERATIONS.

GENERAL AND STATISTICAL SUMMARY OF THE YEAR'S OPERATIONS.

THE Government of India having ordered the adoption in Educational Reports for the year 1883-84 of new General Tables prepared by a sub-committee of the Indian Education Commission, it seems advisable to begin this report with a brief explanatory notice of the changes in the classification of schools and colleges which these new statistical tables have introduced. I may observe that as no notice of intended changes in the returns was received till nearly the end of the year 1883, and as all educational registers and records for the past year have been kept on the old system, I am unable to embody in the new tables all the information that they require. For the same reason the subsidiary forms, which in their present shape I can fill up completely and correctly, have been left unchanged for the present year; and the old general tables, which are for the most part abstracts of the subsidiary tables, have been filled up and added for the sake of consistency, to facilitate reference and comparison, and to render less abrupt the transition from the system which has hitherto been in force to another system for which we are as yet imperfectly prepared.

By the new rules, every school and college, (1) in which the course of study conforms to the standards prescribed by the Department of Public Instruction or by the University, and (2) which either is inspected by the department or presents pupils at the public examinations held by the Department or by the University, is to be classed as a *public* institution; and every school or college not coming within the above definition is to be classed as a *private* institution. Every public school or college (1) which is under the direct management of Government or of officers or committees acting on behalf of Government, or of boards exercising statutory powers, and (2) in which the staff of teachers is appointed and dismissed by Government, or by such officers, committees, or boards, is to be classed as an institution under *public management*. Every public school or college under the management of private persons or associations is to be classed as an institution under *private management*. It will be *aided* or *unaided*, according as it does or does not receive a grant from Provincial Revenues or from Local or Municipal Funds.

2. Public schools or colleges are to be classified according to the nature of the education imparted in them, and in this respect the system hitherto in force remains unchanged. Under the head of *school education, general*, are included primary and secondary schools, of which the latter are either *English* or *vernacular*, according as English does or does not form part of the regular course of instruction. The definition of primary schools has not been altered. A secondary school imparts a course of instruction more advanced than that given in a primary school, but not going beyond the matriculation standard of the University. The pupils in secondary schools are divided into two sections, according to the stage of instruction which they have reached. The final standard of the upper stage is that of matriculation, or a standard declared by the Local Government to be equivalent thereto. The final standard of the lower stage is usually either two years below that of matriculation or a standard equivalent thereto. The schools which we have hitherto called high schools have classes of pupils in both these stages of instruction, and the schools which we have called middle have classes in the middle stage, but not above it. Schools of the former class may be called secondary schools of the upper grade, and schools of the latter class secondary schools of the lower grade.

3. The practice, prescribed by a former committee appointed to revise our statistical returns, of showing high, middle, and primary departments or sections of institutions as separate schools is now to be discontinued. Each college department will be treated as a separate institution, but the school department, whether secondary or primary, will be reckoned as a single institution. Similarly, secondary schools will, with their primary departments, be reckoned as single institutions. Purely primary schools only will appear under the head of primary. This change will reduce the nominal number of our schools as they have hitherto appeared in the returns.

4. On the 31st of March, 1884, the total number of pupils on the rolls of public colleges and schools was 2 46,987, showing an increase of 13,914 on the returns of 1883. The returns for indigenous and other private schools, which have hitherto, in accordance with rules, been excluded from the Educational Report, are as yet very

GENERAL AND STATISTICAL SUMMARY OF THE YEAR'S OPERATIONS.

incomplete. The returns which I have received show a total of 68,305 pupils attending schools of this class. Of private schools for Europeans and Eurasians I have few returns, the managers, it seems, being unwilling to supply them. The head-master of one important public school under private management forwarded his returns "under protest," and I have made no use of the information thus reluctantly given.

5. The following table shows the total cost of the Education Department for the year under review, with a summary of receipts and expenditure for the past year and the year preceding it :—

	Rs.
Grand total expended	22,24,937
Non-Government contributions	6,53,140
Provincial expenditure	3,46,158
Local Rate Fund	12,95,639

Receipts.	1882-83.	1883-84.	Expenditure.	1882-83.	1883-84.
	Rs.	Rs.		Rs.	Rs.
Municipal grants ...	54,366	61,412	Direction	36,605	36,865
Subscriptions and donations, &c.	2,61,230	3,01,166	Inspection	2,16,614	2,21,905
Fees	1,82,042	2,03,363	Instruction, including grants-in-aid.	17,14,498	18,35,212
Endowments	87,818	87,199	Building grants ...	1,26,208	1,18,435
			Miscellaneous, including scholarships.	78,160	82,520
Total ...	5,85,456	6,53,140	Total	21,72,085	22,24,937

Of the increased expenditure of Rs. 1,22,852, nearly the whole, or Rs. 1,20,714, is on account of instruction, the increase in grants-in-aid amounting to Rs. 19,290. The increase under inspection is due to the increased travelling allowances given to the subordinate inspecting staff under the new Travelling Allowance Code. Other increases do not require notice.

6. The following table, in which for the last time schools are divided according to the old system, shows the distribution of the total expenditure on instruction and the proportions of expenditure allotted to university, secondary, and primary instruction :—

Classes of institutions.	Government expenditure.	Non-Government expenditure.	Total.	Percentage on total Government expenditure.	Cost of educating each pupil: Total cost.	Cost of educating each pupil: Cost to Government.
I.—PUBLIC UNDER PUBLIC MANAGEMENT.	Rs.	Rs.	Rs.		Rs. a. p.	Rs. a. p.
Colleges	1,03,215	12,159	1,15,374	8·29	244 1 9	218 6 1
High and middle schools	2,02,730	33,472	2,36,202	16·27	40 10 8	34 14 5
Lower schools	6,33,772	68,033	7,01,805	50·88	4 3 6	3 13 0
Special schools	68,152	518	68,670	5·47	151 8 9	150 6 5
II.—PUBLIC UNDER PRIVATE MANAGEMENT.						
(a)—*Aided.*						
Colleges	30,504	65,920	96,424	2·45	320 8 11	99 10 6
High and middle schools	1,06,593	2,11,543	3,18,136	8·56	94 1 5	31 8 4
Lower schools	96,630	1,73,950	2,70,580	7·75	18 5 11	6 8 11
Special schools	4 080	6,122	10,202	·33	39 13 1	15 14 9
(b)—*Unaided.*						
Colleges	...	3,358	3,358	...	154 6 3	...
High and middle schools	...	2,044	2,044	...	48 8 5	...
Lower schools	...	12,417	12,417	...	7 15 6	...
Special schools	...	...	...	...	...	...
Total ...	12,45,676	5,89,536	18,35,212	100·	9 7 11	6 7 1

7. The following table summarizes the leading statistics of all classes of schools for the past year and compares them with the figures for the year preceding, the old division of schools being retained :—

GENERAL AND STATISTICAL SUMMARY OF THE YEAR'S OPERATIONS.

Classes of institutions.	Number of schools.		Number of students.	
	1882-83.	1883-84.	1882-83.	1883-84.
I.—PUBLIC UNDER PUBLIC MANAGEMENT.				
Colleges	5	4	622	570
High and middle schools	487	486	6,848	7,787
Lower schools	5,540	5,624	2,02,666	2,12,276
Special schools	22	13	520	488
II.—PUBLIC UNDER PRIVATE MANAGEMENT.				
(a)—*Aided.*				
Colleges	6	8	323	340
High and middle schools	94	111	3,763	4,545
Lower schools	275	290	16,393	18,566
Special schools	3	4	253	284
(b)—*Unaided.*				
Colleges	2	2	28	24
High and middle schools	5	8	88	80
Lower schools	63	58	1,574	2,027
Special schools	...	...	...	...
Total ...	6,502	6,603	2,33,073	2,46,987
Total average attendance ...	...	...	1,83,324	193,201·80

Total cost to Government ... ... { 1882-83 ... ... Rs. 15,86,629; 1883-84 ... ... " 16,41,797

8. The general results of the university examinations in arts are summarized below, the number of candidates who passed the supplementary examinations held in May, 1884, being entered in a separate column, as these results, although not chronologically included in the history of the past year's operations, are inseparable from the examinations of 1883-84 and cannot be passed by without notice:—

Examinations.	Number of candidates.		Number passed.		Percentage passed.		Passed in supplementary examinations.	Remarks.
	1882-83.	1883-84.	1882-83.	1883-84.	1882-83	1883-84.		
Entrance ...	524	579	282	290	53·8	50·08	...	
First Arts ...	127	142	51	69	40·1	48·62	29	3 private candidates, of whom 1 passed.
Bachelor of Arts,	62	53	28	22	45·1	41·51	11	
Master of Arts ...	8	10	7	7	87·5	70·00	...	
Total ...	721	784	368	388	51·0	49·48	40	

9. The past year has been a year of marked improvement as regards both attendance and instruction. Leaving out of the account the scholars of unaided indigenous schools, there is a substantial and encouraging increase of 13,914 in the total number of pupils under instruction as compared with the returns of 1882-83, which showed an increase of 7,000 over the figures of the preceding year. In university education the results of the higher examinations are on the whole very satisfactory. The establishment of college classes in the Fyzabad High School has been attended with success, and similar classes have been opened with fair promise in the Bareilly High School, in St. George's at Mussoorie, and in the Girls' High School at Allahabad. Secondary education has advanced. A larger number of students have passed the entrance examination, and of the successful candidates an unusually large proportion have been placed in the 1st division. The vernacular secondary schools also have improved considerably, even when judged by the old and severer standard of examination. In primary instruction, when due allowance is made for all the difficulties with which district boards have to contend, the great increase in the number of pupils and the general results of the year's work are decidedly satisfactory. Special instruction has been extended and improved in Oudh by the establishment of Divisional Normal Schools in the place of the district Normal classes which were unable to meet the requirements of the present improved course of secondary instruction.

GENERAL AND STATISTICAL SUMMARY OF THE YEAR'S OPERATIONS.

10. The establishment of these Normal schools, the lowering of the standards of the middle class examinations, and the opening of college classes at Bareilly, Allahabad, and Mussoorie, are the chief measures which mark the past educational year. The report of the Education Commission, received towards the close of the year 1883, has been carefully read and considered, but final orders on the recommendations which it contains must be awaited and largely increased funds must be provided before any of the more important changes which the Commission consider to be advisable can be introduced.

11. One very important measure that will greatly benefit our colleges and secondary schools is the change from winter to spring of the dates of the future examinations of the University of Calcutta. This measure, however, belongs to the history of the year 1884-85 and not to that of the year which I am now reviewing. It will necessarily involve a corresponding alteration of the educational year and of the date prescribed for the submission of the annual report. Otherwise there will be no examination results, except those of primary schools, to record in next year's report, and in future years the figures recorded will always be a year in arrear.

CONTROLLING AGENCIES.

SECTION II.—CONTROLLING AGENCIES.

12. There has been no change during the past year in the general system of control of colleges and schools, and as no important alterations in the organization of the Education Department have been recommended or suggested by the Commission, it is probable that the system now in force will continue to pass through gradual and gentle stages of improvement and be strengthened, as occasion requires and circumstances permit, to deal efficiently with work which is yearly increasing both in importance and in quantity. The Director of Public Instruction is responsible to the Government for the general efficiency of the Education Department and for the progress of instruction in all the public schools and colleges over which his authority or influence extends. Immediately under the Director are the Inspectors of Schools, who with one exception are graded officers, one in each revenue Division of the North-Western Provinces, and for Oudh one Inspector and an Assistant Inspector who is not on the graded list. The Inspectors visit, examine, and report on all secondary schools, English and vernacular, Government and aided, and as many of the primary village schools as in their tours they can approach or assemble. They superintend all the zila schools in their divisions, and the Government Normal schools, one in each division except Kumaun, are under their immediate management. Secondary and primary vernacular schools are supervised and controlled by the district boards, the duties and powers of Inspectors being confined, as regards these classes of schools, to inspection, examination, suggestion, and report. To these boards are entrusted also the financial control of zila schools, the superintendence of school boarding-houses, and the care of scholarships and endowments in all Government schools. Deputy Inspectors are the subordinates of the district boards, but are retained on the provincial list and are appointed, transferred, and promoted by the head of the department in consultation with the district boards concerned. These officers are in educational matters the advisers and executive ministers of the boards. Their duties are heavy and manifold. They prepare and submit the bills, accounts and reports required by the boards and by the department, and they are on tour for two-thirds or more of each month, inspecting and examining the vernacular schools, observing and directing teachers, and, generally, doing all in their power to popularize, extend, and improve vernacular instruction. The Sub-Deputy Inspectors, of whom there is generally one to each district of the North-Western Provinces, Oudh and the districts of Dehra Dún, Pilibhít, and Lalitpur having none, are in all respects the subordinates of the district boards, who have the power of appointment and dismissal subject to the approval of the head of the department. Their duties are to be continually on tour, inspecting and examining chiefly the primary vernacular or village schools, and seeing that the teachers are at their posts and attending to their duties. The colleges and the schools attached to them are under the immediate control of the head of the department and are not visited by the Inspectors, their tuitional organization and management being entrusted, under general regulations, to their principals or head-masters, who are responsible for their educational progress, their discipline, and their general prosperity.

13. During the past year the Muir Central College has remained under the management of Mr. A. S. Harrison. The Agra College has been transferred to the control of a local committee of management, and has been superintended by Mr. A. Thomson, a graded officer of the Education Department, whose services have been lent to the committee. Dr. G. Thibaut, Principal of the Benares College, was absent on furlough for some nine months of the year, and Mr. Kibble, Professor of English Literature, and latterly, for a very short time, Mr. Deighton, late Principal of the Agra College, officiated for him.

14. Mr. Goulding has remained in charge of the Meerut Division; Mr. Lloyd, of the Agra Division; Mr. Dodd, of Allahabad; Munshi Sohan Lal, of Jhánsi, and Pandit Buddhiballabh Pant, of Kumaun. Mr. Graves, Inspector of the Rohilkhand

CONTROLLING AGENCIES.

Division, was transferred in November last to Oudh in the capacity of Assistant Inspector, and Munshi Durga Prasad, Assistant Inspector in Oudh, succeeded to the Rohilkhand Inspectorship. Mr. Constable had charge of the Benares Division till November, when he went to England on six months' special leave, and Pandit Ramasankar Misra, late Professor of Mathematics in the Agra College, officiated for him till the end of the year under report.

15. The Muir Central College has been ably and successfully managed by Mr. Harrison; but the administration of the Benares College under Mr. Kibble, who for the first time officiated as Principal, has been unsatisfactory.

16. Mr. Constable was absent on leave during the camping season. The rest of the Inspectors and Pandit Ramasankar Misra, who officiated for Mr. Constable, were on tour during the usual time and inspected and examined all the principal Government and aided schools in their Divisions and a considerable number of primary vernacular schools situated near or not too far from their line of march. The reports of these officers bear witness to hard, careful, and conscientious work.

17. But the district boards are now the most numerous and the most powerful controlling agencies in educational matters as far as regards secondary and primary schools. As their reports show, these bodies, with some few exceptions, have been active and careful in superintending, inspecting, and improving the schools committed to their charge, and have generally co-operated harmoniously with the departmental officers, who besides their regular duties of inspection, examination, and report, are always ready to give advice, suggestions, and assistance.

SECTION III.—UNIVERSITY EDUCATION.

UNIVERSITY EDUCATION.

18. There are now seventeen Colleges or College departments which give what is technically called university education. These are the English Government Colleges at Allahabad and Benares and the College departments of the Fyzabad and Bareilly schools; the Aided English Colleges of Agra, Lucknow, and Aligarh; the Unaided College departments of the Mussoorie High School, Saint John's College, Agra, Saint George's, Mussoorie, the London Mission College at Benares, and the Girls' High School at Allahabad; the Oriental departments of the Benares Government College and of the Aided Colleges at Lucknow and Aligarh, and the Law classes at Allahabad and Lucknow. The High School and Saint George's College at Mussoorie, the Girls' High School at Allahabad, and the Bareilly school, all of which have now College classes, are additions to last year's list. Besides these, which are shown in the statistical returns, La Martinière at Lucknow teaches beyond the entrance examination and prepares students for the Engineering and Medical Colleges, but not for University degrees. The Thomason Engineering College at Roorkee is not connected with the Education Department, and its Principal submits an independent report to the Government of these Provinces.

19. The total number of students in the English Arts Colleges or College classes has fallen from 415 on the 31st of March, 1883, to 407 on the corresponding date of the current year. This decrease is mainly due to the falling off in attendance at Canning College.

20. The results of the university examinations are on the whole satisfactory, although the Benares and Agra Colleges have sadly disappointed our hopes and expectations in this respect. In the examination for honours in Arts with the M. A. degree and for the M. A. degree without honours, the Muir Central College passed all its five candidates, two for the former and three for the latter. The Benares College passed two out of three candidates for the M. A. degree. The Canning College was not successful, but cannot be blamed for failure; no other College sent up candidates. The result of this examination is nearly the same as it was last year.

21. In the B. A. examination the results are not satisfactory as compared with those of 1883, although they are a very great improvement on the results of 1882. Only 22 candidates passed as against 28 last year.* Of these, ten came from Canning College and seven from the Muir Central College. The decrease in the number passed is due to the comparative failure of the Agra and Benares Colleges, the former of which passed only one out of six candidates, and the latter only two out of eleven. The percentage of successful candidates was only 41·5 for the North-Western Provinces and Oudh against 45·1 last year; the percentage for Bengal this year being 46·12, and the total percentage for the presidency being 45·48.

22. The results of the First Arts examination compensate the absence of striking success in the examination for the Bachelor's degree. Ten institutions—Colleges or College classes of high schools—sent up 145 candidates, of whom 70 passed.† The percentage of success, 48·27, is high; the percentage for Bengal being 46·48, and that for the whole presidency 46·68. Last year 51 passed out of 127 candidates, and in 1882, 42 passed out of 82. These figures are satisfactory, as they show a continuous and considerable increase in the number of candidates and passes. Out of the 70 who passed this year 15 were in the 1st division, which shows improvement

* Since this was written eleven candidates have passed in a supplementary examination.
† Twenty-nine candidates have since passed in the supplementary examination.

UNIVERSITY EDUCATION.

in the quality of the instruction. The Muir Central College stands first, passing 20 candidates out of 30, with 8 in the 1st division—a very creditable and well-earned success. Canning College stands next as regards numbers with 17 passed out of 47—a good result, as the candidates were the whole class that had studied during the year. With smaller numbers, the percentages of success in other institutions are very good. The London Mission College at Benares passed 5 out of 6, and the Muhammadan Anglo-Oriental College 6 out of 14. The Mussoorie High School passed both its candidates in the 1st division, and Saint George's College also passed both its candidates. Very gratifying is the success of the Fyzabad High School, which for the first time sent up candidates. The experiment has proved very successful, all the five candidates having passed, one in the 1st division. The Benares College passed only six out of twenty, which is not a satisfactory result; Agra passed four out of ten, which is pretty good as far as percentage is concerned.

23. The Oriental departments of the Benares, Aligarh, and Lucknow Colleges are working satisfactorily. The Benares Sanskrit College maintains its high reputation both in India and Europe, and its popularity, usefulness, and reputation will soon be increased by the restoration of its Anglo-Sanskrit department on the lines of its original establishment with such modifications as experience and altered circumstances suggest and require. Two students of this College gained the title of Achárya and four that of Upádhyáya in the departmental examinations held in December. From the Oriental department of Canning College, 14 students passed the Arabic and Persian examinations of the University of the Panjáb.

24. The Law classes at Allahabad and Lucknow appear to be well taught and to be generally in a fair state of efficiency. One student, from the Muir College, obtained the degree of Bachelor of Law at the last examination of the Calcutta University, and several candidates have passed the High Court Pleadership Examination.

25. On the whole, the progress and improvement of university education is satisfactory and encouraging. The number of students in English Arts Colleges has slightly decreased, but the standard of instruction is rising. Europeans and Eurasians are availing themselves more largely of the educational advantages which our colleges offer them, and girls of these classes are carrying off in competitive examination scholarships which will encourage them to continue their studies up to a high standard of the university. I may mention here the fact that Miss Chandra Mukhi Bose, M.A., the first girl graduate in Bengal who obtained the highest university degree in the last examination, received her early education in this her native province and passed the entrance examination from the aided school at Dehra. Miss Victoria Mitter, also a native of these provinces, passed the entrance examination at Cawnpore, and is now studying at Calcutta for the B. A. degree.

26. The following remarks on the progress or condition of the colleges are taken from the reports of the Principals :—

Muir Central College.—Mr. Harrison, Principal. "The numbers attending the classes in the general department on the 31st of March in this and in the previous year were—

Class.	31st March, 1884.	31st March, 1883.
1st year ...	42	38
2nd year or F. A.	34	33
3rd year ...	21	17
4th year or B. A.	19	15
Honour or M. A.	5	5
Total ...	121	108

"The increase is satisfactory, as it has been in the face of the establishment of college classes at Fyzabad and the resuscitation at Bareilly. Although these places are distant, we are in a measure affected by them, because Allahabad in former times was no centre of learning, and we have therefore hitherto been, and shall be for another decade yet, greatly dependent on other districts for our pupils, who are attracted here partly by the more complete staff of Professors, and partly by the opportunity which the Law class affords them of prosecuting at least some portion of the course which opens out to them the most congenial and lucrative profession simultaneously with their work for university degrees.

"Our lower classes may now be considered to be fairly filled. The upper are still far from having their proper number. But as the new courses for the B. A. degree have several ramifications with a pass and honour standard in each, we need not regret that the experiment of the first year in which these are to be entered upon is to be made with a moderate number of students. The question papers hereafter set by the university will doubtless exact a more thorough knowledge of each subject, which can only be attained by more particular teaching.

UNIVERSITY EDUCATION.

"Just now the A. course, in which philosophy takes the place of physical science, attracts all but eight of our 3rd and 4th year classes. Hitherto by far the larger proportion has gravitated towards physics. Whatever may have been the cause for the change, it is probable that in a year or two the disparity will pass away. But as our numbers will then be larger, the necessity for a distinct Professor of Philosophy will be just as great as now. Meanwhile Mr. W. N. Boutflower, the Professor of Mathematics, has undertaken the duties in addition to his own.

"Up to the present time most of our students who have gone up for honours and the M. A. degree have taken physical science. Our present class are all five candidates for honours in English. The course is a very long one. But as the period for study has been prolonged to November, 1885, I think they have a fair chance.

"For the F. A. examination we sent up a good class of 30 boys and were rewarded by passing 20 in all, eight in the 1st division, eight in the 2nd, and four in the 3rd.* Of all colleges connected with the university, Rajshahye alone surpassed this excellent outturn, which is 20 per cent. above the average. It is noteworthy that only one student failed in English.

"Our 14 candidates for the B. A. degree were neither so good nor so fortunate. The students were under the disadvantage of proceeding to Calcutta. The climate told against them, and one was prostrated by fever on the second day. We only got seven of them (or 50 per cent.) through.† Although this is above the general average, we were much disappointed in finding that none had attained the 1st division.

"For honours and the M. A. degree in physical science all five passed, whilst the general average percentage of successful candidates from all colleges was only 75. The two who could appear for honours gained us no medals and were placed in the 2nd class.

"Our single representative in the University B. L. examination passed twenty-fifth in order of merit. This leads me to the High Court examinations and the Law classes. Six appeared directly from our final class, and two of them gained the High Court Pleadership grade, but the rest were placed in lower grades. One of the former, Pandit Durga Dat Joshi of Kumaun, is still reading in our B. A. class and should take a high place next April. Out of 44 candidates for the High Court Pleadership grade 12 in all gained it. Two went up directly from the Law class and are purely our own. The others chiefly had acquired their knowledge by practising in the lower or serving as readers to the Bench in the High Court. That our Law department should thus have been the avenue through which one-half of the successful ones reached the goal is creditable to us.

"At present there are still only six in the final and 29 in the preliminary class. In addition to the common obstacles to completing the two years' course, whereby the numbers in the final are reduced, both classes have a new and attractive rival in those of the Canning College which are equally recognised by the High Court.

"Last year we were specially invited to send pupils to the Thomason College at Roorkee, and three responded to the call. Owing to a misunderstanding in the terms of admission they all again left, but we have three now studying there in the Engineer class and others will doubtless follow, as Faqir Chand, one of our former students who completed his course there in March last, has done great honour to his old college by heading the list and winning the council prize of Rs. 1,000, the Thomason prize of Rs. 250, the Cautley gold medal for mathematics, and General Maclagan's prize for experimental science. This distinguished position has only once before been held by a native since the foundation of the College, and his success will influence others to turn their steps in the same direction.

"I hope that on the whole the success of the College this year will be allowed. Yet I would not have examination results taken as the sole or final test of our work and worth, but would rather have the judgment regulated by the conduct and character of those who have passed through our hands. I believe I may say that all these without exception who have entered any profession are acquitting themselves in a manner that not only reflects no disgrace on their training, but in many instances may be said confer distinction upon us, and that in November, when after years of patient waiting we confidently hope to enter into possession of our noble building, we shall be able to point to not a few worthy names as an earnest of what we hope to produce hereafter. It has ever been our aim to develope our boys into men aware of their duties and responsibilities, and not to seek an ephemeral reputation in the university lists.

"Our staff of Professors, to whom the great share of whatever credit we have gained is due, has only been varied by the departure of Mr. S. A. Hill on furlough in May last year. His place has been temporarily supplied by Dr. Murray Thomson from Roorkee. Mr. Hill is due in October next.

"The middle class vernacular examination, which, as for the past 12 years, was superintended by Maulavi Zaka Ullah, Pandit Adityaram, and myself, has been specially reported on in another communication."

* Five more candidates passed in the supplementary examination.
† Three more passed in the supplementary examination.

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27. *Benares College.*—Dr. Thibaut, Principal. "The total number of students in the Sanskrit College amounted in December, 1883, to 389 against 391 in the December of the previous year. The examinations were held as usual in December. Out of seven students who presented themselves for the Achárya examination two passed in the Sánkhya Sástra with sufficient credit to obtain the title of Achárya; and four who had taken up grammar as their special subject obtained the title of Upádhyáya. Thirty students appeared in the middle examination. Out of these, 23 succeeded in passing, not including one successful student from the Mirzapur school. For the first examination there were 57 candidates, out of whom 36 belonged to the Benares College, while 15 came from Ayodhya Sanskrit school, four from the Mirzapur zila school, and two from the Gorakpur zila school. Benares passed 20, Ayodhya seven, Mirzapur three, and Gorakhpur one. The remaining students of the Sanskrit College passed the usual annual examination, the results of which are reported to have been satisfactory.

"The two publications of the Sanskrit College, the *Pandit* and the *Benares Sanskrit Series*, have continued to appear. It gives me much pleasure to remark that the Officiating Professor of English Literature (in the English college), Mr. Arthur Venis, has become a regular contributor to the *Pandit*, in which he has begun to translate with great success several difficult works on Vedánt philosophy.

"During my absence on furlough (from May to March) Mr. Kibble officiated as Principal up to the 8th of January, 1884, when he went on furlough. Mr. Deighton then officiated up to the date of my taking over charge. Mr. Venis was appointed Officiating Professor of English Literature on the 23rd of May, 1883. The College lost a very efficient member of its staff in Maulavi Muhammad Musa, Professor of Arabic, who died in December, 1883. The vacant post was filled by Maulavi Abdullah from the zila school, Cawnpore.

"The number of students in the English College amounted to 53 in December, 1883, against 62 in the corresponding month of the previous year. On the 31st of March the number had sunk to 47. Out of these 26 are reading for the F. A. and 21 for the B. A. and M. A. examinations.

"The usual routine in teaching was followed during the year under report with the one exception that Mr. Kibble, the Officiating Principal, undertook the teaching in English, philosophy, logic and history, of the F. A. class in addition to the instruction of the B. A. class. The Officiating Professor of English Literature was therefore put in charge of the 1st and 3rd year classes.

"Three students of the Benares College appeared in the M. A. examination, 1884. Out of these the two who had taken up English passed. The third student, who had taken up mathematics, failed and has joined the Muir College.

"Out of the 11 students who appeared in the B. A. examination two only passed.* Nine students had taken up the A. course, two the B. course.

"There were nine failures in English, four in mathematics, five in history, three in philosophy, three in the second language, one in chemistry, one in physics, and one in physical geography.

"The results in mathematics showed some improvement on the preceding year, while there was an extraordinary falling off in English.

"In the F. A. examination there appeared 20 students, out of whom six passed.† There were 11 failures in English, eight in history, eight in logic, six in mathematics and second language, five in psychology, and two in chemistry. Eleven students had taken up the A. course and nine the B. course. It is highly regrettable that the disastrous failure of the F. A. class of 1882 was not redeemed in 1883.

"A great improvement has taken place in the management of the boarding-house under Babu Gurdayal. The behaviour of the boarders has given no cause for complaint and their health has been satisfactory. We are greatly obliged to the Civil Surgeon, Dr. Hooper, for the constant attention he pays to the health of the boarders."

28. *Agra College.*—Mr. A. Thomson, Principal. "This is the first annual report on the College as a grant-in aid institution. The numbers are now 33 per cent. higher than they ever were before, and that is a considerable advance for one year. While the fees per student have been reduced, the total amount collected has increased. The cost per student has been Rs. 588, against Rs. 942 in 1882-83. In 1880-81 the annual cost was Rs. 1,610, and it is now little more than one-third of that amount. The total cost of the College cannot be reduced without impairing its efficiency; but the number of students may be doubled, and then the cost of each will not be higher than in Canning College.

"I am sorry to say our students have had little success in the great examinations by which the quality of the teaching is generally judged. For the First Arts examination four passed out of 10, and for the B. A. one out of six.‡ But, though these examinations have been disappointing, there has been a decided rise in the average

* Two more passed in the supplementary examination.
† Six more passed in the supplementary examination.
‡ In the supplementary examination three more passed the F. A. and one the B. A.

attainments of the pupils, and our prospects of future success have been improved. Two of the college classes are now fairly attended, but it will take another two years to make the 3rd and 4th year classes satisfactory.

"I have much pleasure in noticing the following appointments gained by former students during the year: (1) Nawab Muhammad Isháq, who passed the Entrance Examination in 1879, has been appointed a probationer in the Indian Civil Service; (2) I may mention that in 1882-83 Syad Ali Muhammad, who passed the F.A. in 1877, had the same honour conferred on him in the Central Provinces, where he had been an Extra Assistant Commissioner for three years; (3) Pandit Puran Mal, of the 4th year class, has been appointed tutor to the Mahárája of Rewah on a salary of Rs. 200 a month; (4) Munshi Nand Kumar, B.A., has been made a master in the College on Rs. 50, and Munshi Mukhram Singh on Rs. 25; (5) two students of the 2nd year class have obtained appointments in the Survey and the Telegraph Departments on salaries of Rs. 60 and Rs. 40 respectively.

"The boarding-house is in excellent order with from 100 to 110 boarders. When the house recently bought has been repaired there will be plenty of room for 130 pupils, and it is likely to be all occupied. During the year there has been neither sickness nor misconduct of any inportance."

29. *Canning College.*—Mr. M. J. White, Principal. "The number on our rolls at the end of the year was 96. The number during the first three months of the present year is less than in ordinary circumstances it would have been, because none of the failed students of the previous year have rejoined their classes. The university curriculum has been changed, and to save these students from the arduous task of completing their studies in an entirely new course in one year instead of two, the Syndicate has granted them the privilege of a supplementary examination. For this examination, which takes place in the course of another month, they are now preparing themselves at their homes.

"The following is a summary of results as determined by public examinations: Ten students graduated as B. As, one of them being in the 1st division and five in the 2nd.* Seventeen students passed the First Arts examination, two being in the 1st division and eight in the 2nd.† Fourteen students passed the examinations [Arabic and Sanskrit] of the Panjáb University. Two law students passed the North-Western Provinces High Court Pleadership Examination in the highest grade, two in the upper subordinate grade, three in the lower subordinate grade, and three in the mukhtar grade.

"*M. A. Class.*—We had two students preparing for the M. A. degree. They both unfortunately failed. Owing to the fact that Government M. A. scholarships are tenable at the Muir College only, our best men preparing for that examination are withdrawn from our tuition. Consequently we make no regular provision for an M. A. class, and the success of any casual students we may have depends to a very great extent on their own efforts.

"*B. A. Class.*—We sent up 17 candidates for the B. A. examination, of whom 10 passed, one in the 1st division, five in the 2nd, and four in the 3rd. This is the best result obtained by any college in the Upper Province. It is also the highest result we have ever attained, except last year, when the class was very strongly reinforced by a contingent of well-trained students from the Central Provinces.

"*Third year's Class.*—The number on the rolls on the 1st of April was 14. This is an excellent class. There is not an idle student among the number. So far as industry and deep interest in their studies will ensure success, they well deserve it.

"*First Arts Class.*—The number on the rolls on the 1st of April was 52. At the time of the examination there were 48 students in the class, all of whom were allowed to go up. Of these 17 passed, two in the 1st division, eight in the 2nd, and seven in the 3rd. This may not seem to be a very good result compared with the numbers sent up, but it is the best we have ever had, and out of Bengal is only surpassed by that of the Muir College. According to the University rules attendance is the sole requisite for a candidate; and many of those sent up, owing to sheer indifference to work, could never have had the slightest prospect of success.

"*First year's Class.*—The number on the 1st of April was 34. The students of the 1st year's class generally progress slowly in English, as they come to the college classes for the most part imperfectly acquainted with the language. The univerty examination they undergo at the entrance tests more especially their knowledge of grammar, analysis, and the niceties of idom; and I have observed that many students are able to give very creditable papers in these subjects who cannot express their thoughts correctly in an essay of moderate length, and who find it difficult to follow a lecturer addressing them fluently in English. It takes them the first two months therefore to adapt themselves to the new circumstances in which they are placed; after that time there is a marked difference in the quickness and intelligence with which they receive the instruction communicated to them.

"It has been rather a difficult task to accomplish the work of the past year fully and satisfactorily. The university authorities have changed the curriculum. Without

* Three more passed in the supplementary examination.
† Ten more passed in the supplementary examination.

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entering into detail, the changes may be indicated generally as being in favor of greater depth of knowledge and less breadth. The students have now to make their choice of a limited number of subjects, but a more thorough and far-reaching knowledge of the subjects selected will be insisted on. Every one will admit that this is a change for the better. The change, however, is a strain upon the teaching power of our staff. Tastes differ among students, and their separate choice of subjects has a tendency to split up each class into groups, thus entailing upon the staff an amount of work which is almost beyond their power to accomplish, however willing they may be to attempt it. The popularity of our college and its success are mainly due to this, that my colleagues are always ready to undertake cheerfully whatever work lies before them to be done, however irksome or laborious.

30. *Muhammadan Anglo-Oriental College, Aligarh*—Principal, Mr. T. Beck. "There are two departments in the college: (1) the English department, in which all subjects are taught in the English language, and Arabic, Persian, or Sanskrit is taken up as the second language; and (2) the Oriental department, in which literation is taught in Arabic or Persian, and history, geography, mathematics, arts and sciences are taught in the Urdu language, while English forms the second language. The number of students on the 31st March, 1884, was 262 in the English and 10 in the Oriental department. Of these, 201 are Muhammadans, 70 Hindus, and one native Christian. Most of these students live in the boarding-house as boarders.

"Five students went up for the B. A. examination of the Calcutta University, of whom two passed in the 3rd division.* Fourteen went up for the First Arts examination, of whom six passed, two in the 2nd and four in the 3rd division.†

"The members of the managing committee express their satisfaction with the working of the college during the year, and consider the results of the examinations of the college classes to be tolerably good."

31. *St. John's College, Agra.*—Revd. G. E. A. Pargiter, C. M. S., Principal. "During the year 1883-84 the college department consisted of two F. A. classes, six students being in the 2nd year class and five in the 1st year class. Of the first mentioned six students two succeeded in passing the F. A. examination of the Calcutta examination. The remaining four failed."‡

32. *London Mission Society's College, Benares.*—Revd. J. Hewlett, Principal. "We sent up to the recent First Arts examination six candidates, of whom five passed in the 2nd division and one in the 3rd.§ We have now seven students in our 1st year class, six in our 2nd, three in our 3rd, and two in our 4th. Of the students of the B. A. classes one only has taken up the A. course. He is in the 3rd year class and has selected metaphysics, history, and political economy as the optional subjects. The remaining two of the 3rd year class as well as the two of the 4th year class have taken up the science course. I regard all the students of our college department as very industrious and painstaking young men."

33. *Fyzabad College Classes.*—Mr. H. O. Budden, Head-master. "Two years ago sanction was received for the opening of a First Arts class, and the school was affiliated with the Calcutta University up to the higher [F. A.] standard. Although the formal sanction was thus received and a class of 5 students started, still we felt considerable anxiety at the beginning of last year whether a new First Arts class could be formed. We were not, however, left long in suspense, as a promising class of 10 students came together, and we at once set ourselves to prepare for the university examination. In December last all five of our 2nd year students went up. All passed and one of them obtained an honourable position in the 1st division."

34. *Bareilly College Class.*—Mr. E. A. Phillips, Head-master. "Since the abolition of the Bareilly College in 1877, the wish to restore it has deeply exercised the minds of the more respectable residents of the town and district of Bareilly, and especially of the ex-students of the late college. With this aim a committee was formed and subscriptions were set on foot in 1880, and a 1st year class was opened early in 1881. But the amount thus raised was too small to pay, even with a grant-in-aid, the additional teaching staff required, and the class had to be given up.

"More vigorous and better organized efforts made during the past year have been more successful. A wider appeal for funds was made, and to give it the weight of example the members of the College Committee themselves subscribed largely, the president, Raja Jagat Singh of Tajpur, heading the subscription list with the munificent donation of Rs. 2,000. A deputation to Rámpur received from His Highness the Nawab the large gift of Rs. 10,000, Raja Sheoraj Singh of Káshipur subscribed Rs. 5,000, and Raja Kishun Kumar of Bilari in the Moradabad district Rs. 4,000. Sums rising up to Rs. 2,000 were subscribed by residents of the town, and very fair collections made through the agency of ex-students. His Excellency the Viceroy has given Rs. 1,000, Mr. A. O. Hume, retired, C.S., Rs. 5,000, Mr. J. R. Reid, Secretary to Government, North-Western Provinces and Oudh, Rs. 1,000, and Mr. McConaghey, Commissioner, Rae Bareli, Rs. 500. The subscriptions now amount to about Rs. 80,000,

* Two more passed in the supplementary examination.
† Three more passed in the supplementary examination.
‡ One more passed in the supplementary examination.
§ Ditto ditto ditto.

of which over Rs. 52,000 have been paid up. Efforts to realize outstanding and raise further subscriptions are still going on. The president of the local district board has also recognized the claim of the College Committee to a liberal yearly municipal grant, and fair support is also expected from the other municipalities in Rohilkhand and also of Kumaun. UNIVERSITY EDUCATION.

"Sufficient funds having already been raised to begin work on a sound footing, a 1st year class was opened with 12 students in February this year. Two others joined later on, but one withdrew, leaving 13 now in the class. Eight of these are from our own school, three from Moradabad, one from Meerut, and one from Shâhjahânpur. The class was lately examined by yourself, and the teaching pronounced so far satisfactory. With the liberal grant-in-aid already given and the encouragement held out for the future the committee may now look forward hopefully to the attainment of their wishes.

"The present expenditure on account of the 1st year class is Rs. 372, besides a small amount for contingencies."

35. *St. George's College, Mussoorie.*—Reverend Father Julius, Principal. "In 1883, the college was affiliated to the Calcutta university up to the F. A. standard, and a new class was consequently formed to read up the subjects required for that test. This class is taught by a professor who has been got out from home for the purpose. During the year 1883 the number of students in the F. A. class was two, and for 1884 four."

SECTION IV.—SCHOOL EDUCATION—GENERAL.

A.—SECONDARY SCHOOLS.

36. Secondary schools are (1) English, (2) Vernacular, or (3) Oriental—English schools being those in which English forms part of the regular course of study; Vernacular, those in which instruction is given only in Hindi or Urdu with, in some cases, tuition in Sanskrit, Arabic or Persian; and Oriental, those in which instruction in one or more of the classical languages of the East is the most important part of the school course, other subjects, if taught at all, being taught in one of the vernaculars of the country. The number of secondary schools varies from year to year, owing to the occasional reduction of unsuccessful and inefficient secondary schools to the primary grade and the promotion of good primary schools to the higher class in places where secondary education is wanted and will probably be appreciated. For these schools the returns of the year under review show a total increase of 1,718 pupils, the increase in pupils of Government and local fund schools being 944. The present number of secondary schools sending returns to this department is 600. SECONDARY SCHOOLS.

37. English secondary schools are of two grades: the higher grade comprising those that teach up to the entrance examination of the university, and the lower those that prepare candidates for the departmental middle class examination only. The number of schools of the upper grade is steadily increasing, but there are still some fifteen districts in these provinces whose chief schools teach up to the middle class standard only, and whose schoolboys, if they want higher education, must seek it in another district. It will be necessary in the course of a year or two to strengthen the staff and raise the status of some four or five of the schools of the lower grade, and nothing but the difficulty of providing the necessary funds has prevented the promotion, in the past year, of the prosperous and popular zila school of Jaunpur.

38. All secondary English schools of the higher grade are publicly tested by the university entrance examination, in which the success of candidates from these provinces is usually very creditable. In the last examination held in December, 290 passed out of 579 candidates, with a percentage of 50·08, against 53·66 for Bengal and of 49·70 for the whole Presidency. Of these successful candidates, 50 were placed in the 1st division and only 76 in the 3rd. Last year 282 passed out of 524, but only 28 were in the 1st division and 93 were in the 3rd.

39. Details of the entrance examination of December, 1883, are shown, school by school, in the following table:—

Schools.	Number of candidates.	Number passed.			
		I.	II.	III.	Total.
Zila Schools, North-Western Provinces.					
Benares	25	...	6	3	9
Bareilly	22	4	7	3	14
Allahabad	35	2	17	5	24
Etáwah	13	1	6	1	8
Moradabad	12	1	8	...	9
Mirzapur	6	...	1	...	1
Aligarh	13	1	3	1	5
Shâhjahânpur	5	...	2	...	2
Cawnpore	8	...	2	2	4
Muttra	11	...	1	4	5
Farukhabad	11	...	2	1	3
Bánda	4	...	1	2	3
Meerut	8	...	4	2	6
Total ...	173	9	60	24	93

SECONDARY SCHOOLS.

Schools.	Number of candidates.	Number passed. I.	II.	III.	Total.
Aided Schools, N.-W. Provinces.					
Jay Narain's College, Benares	4	...	1	1	2
London Mission High School, ditto	16	...	4	2	6
Bengalitola Preparatory School, ditto	1	...	...	...	...
Collegiate School, Agra	21	1	8	...	9
St. John's College, ditto	16	...	3	4	7
Victoria College, ditto	6	...	2	1	3
St. Peter's College, ditto	4	2	2	...	4
M. A. O. College, Aligarh	31	4	11	4	19
Christ Church School, Cawnpore	9	...	3	2	5
Memorial School, ditto	3	...	...	1	1
Boys' High School, Allahabad	9	3	4	...	7
Girls' High School, ditto	9	7	...	...	7
London Mission High School, Mirzapur	8	1	1	...	2
Church Mission School, Jaunpur	2	...	...	...	...
Victoria School, Ghâzipur	10	2	...	2	4
Mission High School, ditto	16	...	2	2	4
Ditto, Azamgarh	8	...	3	2	5
Ditto, Gorakhpur	11	...	3	2	5
Ditto, Meerut	6	...	2	2	4
Ditto, Almora	10	...	2	...	2
Ditto, Dehra Dûn	1	...	...	1	1
Ditto, Sahâranpur	2	...	...	...	...
Ditto, Mainpuri	5	...	1	3	4
St. George's College, Mussoorie	5	2	1	...	3
Diocesan Boys' School, Naini Tal...	2	...	...	...	...
Training School, Dehra	1	...	...	...	...
Girls' High School, Cawnpore	2	2	...	...	2
St. Fidelis's School, Mussoorie	4	2	...	...	2
Total ...	222	26	53	29	108
Unaided Schools.					
High School, Mussoorie	16	11	5	...	16
Kuch Behar Training School, Benares	5	...	1	1	2
Mufid Khalaik School, Aligarh	10	...	1	1	2
Private candidates	2	...	...	1	1
American Mission School, Allahabad	2	...	...	1	1
Kayasth Pathsala, Allahabad	6	...	3	1	4
Total ...	41	11	10	5	26
GRAND TOTAL ...	436	46	123	58	227
Zila Schools, Oudh.					
Fyzabad	11	...	6	...	6
Bahraich	4	...	1	...	1
Hardoi	9	...	4	...	4
Bara Banki	6	...	...	1	1
Sultanpur	7	1	2	1	4
Unao	4	...	2	1	3
Lakhimpur	4	...	1	1	2
Gonda	4	...	...	...	...
Rae Bareli	4	...	3	1	4
Partabgarh	5	1	1	...	2
Sitapur	4	...	1	3	4
Total ...	62	2	21	8	31
Aided Schools, Oudh.					
Canning College, Lucknow	34	...	11	3	14
Church Mission School, ditto	10	...	2	1	3
American Methodist Episcopal Mission Centennial High School, Lucknow.	15	2	1	2	5
Total ...	59	2	14	6	22
Unaided Schools.					
La Martinière College, Lucknow	20	...	6	4	10
Mission School, Sitapur	1	...	...	...	...
Private candidates	1	...	...	...	...
Total ...	22	...	6	4	10
GRAND TOTAL ...	143	4	41	18	63
GREAT GRAND TOTAL, N.-W P. AND OUDH ...	579	50	164	76	290

40. These results are satisfactory. The increase in the total number of passed candidates is but small, and the percentage of success is less than it was last year; but that there has been very considerable improvement in tuition is shown by the fact that the number of candidates placed in the 1st division has risen from 28 to 50, and that in the 3rd and lowest division there are only 76 names against 93 of last year. The success of the zila schools of the North-Western Provinces has been decidedly less than it was last year, and the results of the examination are somewhat disappointing. Ninety-three candidates passed out of 173, with 9 in the 1st division, against 121 out of 205, with 10 in the 1st division, in the year 1882. The aided schools have done remarkably well, passing 108 candidates out of 222, with 26 in the 1st division, against 67, with 10 in the 1st division, in 1882. The unaided schools also show much better results this year, 26 having passed out of 41 candidates, with 11 in the 1st division, against 17 and 3 respectively in 1882. In Oudh also the zila schools have not been so successful as they were last year, 31 candidates having passed out of 62, with 2 in the 1st division, against 40 out of 52.

with 2 in the 1st division, in 1882. The aided and the unaided schools also have been slightly less successful than they were in the preceding year, the former having passed 22 out of 59 candidates, with 2 in the 1st division, against 27 and 2 in 1882, and the latter 10, with none in the 1st division, out of 22 candidates, against 10 and 1 in 1882.

41. The Allahabad zila school has passed the largest number of candidates, with the greatest percentage of success, and the results of the examination are most creditable to the head-master, Mr. Gordon, and the instructive staff of this popular and well managed school. The zila schools of Bareilly, Etáwah, Moradabad, Meerut, Cawnpore, and Bánda have also done well. Of the aided schools, the Muhammadan Anglo-Oriental College school has passed the largest number of candidates and in this respect is second only to Allahabad among all the schools of the provinces. The Boys' School, Allahabad, has done well, and the Girls' School remarkably well in passing 7 out of 9 candidates and all in the 1st division. The statement shows results that are creditable to several other schools also on this list, and in most of them there are signs of steady improvement. The schools that have failed to pass a single candidate in this examination are the Bengalitola School, Benares; the Church Mission School, Jaunpur; the Mission School, Saháranpur; the Training School, Dehra, and the Diocesan Boys' School, Naini Tal. In the last-mentioned school the two candidates passed in all subjects except Latin, in which I know that they had been very imperfectly instructed. The unaided high school for Europeans at Mussoorie achieved the high success of passing all its 16 candidates with the very large number of 11 in the 1st division. In Oudh, the zila schools of Fyzabad, Sultanpur, Unao, Lakhimpur, Rae Bareli, and Sitapur have done well. The Gonda school has failed utterly. Canning College school has not achieved its usual success, and has no candidate in the 1st division. La Martinière has done only tolerably well with half of its candidates passed in the 2nd and 3rd divisions. European and Eurasian students, if fairly well taught, have a great advantage over native boys in the entrance examination, which is conducted almost entirely in English, and schools for these classes may fairly be expected to pass a much larger percentage of their candidates with a larger proportion in the highest division. In short, the results of the examination are satisfactory on the whole, and the credit of the improvement that is visible is due to the aided schools of the North-Western Provinces.

42. English secondary schools of the lower grade are tested by the departmental middle class anglo-vernacular examination. This examination is conducted through the medium of the vernaculars of the country, and no candidates are sent up by schools for Europeans and Eurasians. The pass standard, which formerly required a candidate to obtain 40 per cent. in each group of subjects, was lowered last year to the level of the standard of the university entrance examination, which requires 33 marks per cent. in English and mathematics and 25 per cent. in other subjects. This reduction in the number of pass marks has been followed by an increase in the number of passed students, many of whom, it should be observed, failed in the preceding year's examination by a few marks only, and appearing again after another year's teaching found no difficulty in passing by a standard that had been considerably lowered.

43. The total number of passed candidates is 606 against 255 in 1882. Zila schools passed 340 against 171; aided schools 199 against 64; and 67 candidates from unaided schools or privately educated were successful against 20 in 1882.

44. The following tables show details for all the schools that sent candidates to this examination :—

RESULT OF THE MIDDLE CLASS ANGLO-VERNACULAR EXAMINATION, 1883.

ZILA SCHOOLS, HIGHER GRADE, NORTH-WESTERN PROVINCES AND OUDH.

Schools.	Number of boys examined.	Number passed in				Number failed in					Percentage of passed boys.
		First division.	Second division.	Third division.	Total.	English.	Mathematics.	Second language.	History and Geography.	Science.	
N.-W. Provinces.											
Meerut	18	5	6	...	11	...	6	2	1	1	61·11
Aligarh	13	4	4	3	11	1	1	...	1	...	84·61
Muttra	26	10	14	...	24	...	2	1	...	...	92·30
Farukhabad	21	8	9	...	17	4	2	2	2	3	80·95
Etáwah	20	6	5	...	11	7	3	2	1	1	55
Moradabad	13	3	4	...	7	...	5	1	...	...	53·84
Bareilly	30	12	8	...	20	...	9	...	2	...	66·66
Sháhjahánpur	17	6	8	...	14	1	3	...	2	...	82·35
Cawnpore	14	5	6	1	12	...	2	...	...	...	85·71
Bánda	15	3	9	1	13	1	...	1	1	...	86·66
Allahabad	24	12	12	...	24	...	...	...	...	...	100
Mirzapur	8	1	3	1	5	1	...	3	...	...	62·50
Benares	27	8	8	...	16	3	5	10	4	...	59·25
Total ...	246	83	96	6	185	18	38	22	14	5	75·20

SECONDARY SCHOOLS.

Schools.	Number of boys examined.	Number passed in				Number failed in					Percentage of passed boys.
		First division.	Second division.	Third division.	Total.	English.	Mathematics.	Second language.	History and geography.	Science.	
Oudh.											
Unao	8	3	1	...	4	4	4	4	4	4	50
Bara Banki	6	3	3	...	6	...	...	...	...	...	100
Sitapur	5	2	2	...	4	...	1	...	...	...	80
Hardoi	15	3	5	2	10	3	2	...	1	1	66·66
Lakhimpur	7	2	...	...	2	2	4	2	...	...	28 57
Fyzabad	15	3	4	2	9	...	4	...	2	...	60
Bahraich	8	4	1	...	5	1	2	...	...	...	62 5
Gonda	12	2	7	...	9	1	3	...	...	...	75
Rae Bareli	13	5	6	1	12	...	...	...	1	...	92·30
Sultanpur	11	1	4	3	8	1	3	...	...	...	72·72
Partabgarh	6	4	...	...	4	2	...	...	...	...	66·66
Total ...	106	32	33	8	73	14	23	6	8	5	68 ·86
GRAND TOTAL ...	352	115	129	14	258	32	61	28	22	10	73·29

ZILA SCHOOLS, LOWER GRADE, N.-W. PROVINCES.

North-Western Provinces.											
Saháranpur	5	...	4	...	4	1	...	...	...	...	80
Muzaffarnagar	7	2	2	...	4	...	...	2	...	1	57·14
Bulandshahr	10	8	2	...	10	...	...	...	...	...	100
Mainpuri	12	4	4	1	9	1	2	...	...	...	75
Etah	7	3	2	...	5	1	2	...	...	...	71·42
Bijnor	12	12	...	...	12	...	...	...	...		100
Budaun	9	2	7	...	9	...	...	...	...	...	100
Fatehpur	9	...	5	...	5	1	4	1	1	...	55·55
Hamírpur	3	3	...	...	3	...	...	...	...	...	100
Jaunpur	22	3	12	...	15	4	4	1	1	...	68·18
Jhánsi	4	1	1	...	2	1	2	...	...	...	50
Kálpi	4	1	1	...	2	1	1	...	...	...	50
Lalitpur	3	...	2	...	2	...	...	...	1	...	66·66
Total ...	107	39	42	1	82	10	15	4	3	1	76·63

AIDED SCHOOLS, HIGHER GRADE, NORTH-WESTERN PROVINCES AND OUDH.

North-Western Provinces.											
American Presbyterian Mission School, Dehra,	6	...	2	...	2	2	2	...	...	...	33·33
Church Mission School, Meerut ..	13	3	7	...	10	1	2	...	...	...	76·92
Muhammadan Anglo-Oriental College, Aligarh,	9	2	3	...	5	1	4	...	3	...	55·55
Agra Collegiate School	41	3	8	5	16	24	22	7	9	2	39·02
St. John's College, Agra	20	1	13	...	14	2	5	1	2	...	70
Victoria High School, Agra	12	2	3	...	5	6	4	1	1	...	41·66
Mufid-i-Am School, Agra	7	...	4	1	5	1	1	...	...	...	71·42
Mission School, Mainpuri	11	2	2	1	5	4	2	1	...	1	45·45
Mission Orphan School, Sháhjahánpur ...	2	...	1	...	1	...	...	1	...	...	50
Christ Church School, Cawnpore ...	12	1	5	1	7	2	2	1	3	...	58·33
Church Mission High School, Jaunpur ...	12	3	2	...	5	4	7	3	3	...	41·66
Church Mission School, Azamgarh ...	6	2	1	...	3	2	1	...	1	...	50
London Mission School, Mirzapur ...	9	1	2	1	4	3	3	3	...	1	44·44
Jay Naráyan's College, Benares ...	11	...	2	1	3	7	8	8	7	3	27·27
London Mission Collegiate School, Benares ...	17	3	...	...	3	7	13	9	10	...	17·64
Bengalitola Preparatory School, Benares ...	6	...	2	1	3	...	2	1	...	1	50
Victoria School, Gházipur	21	...	3	...	3	13	11	10	5	5	14·28
Mission School, Gházipur	18	1	3	2	6	6	11	3	4	1	33 33
Church Mission School, Gorakhpur ...	16	4	6	1	11	2	3	2	...	1	68·75
London Mission School, Almora ...	17	6	3	...	9	6	3	...	...	...	52·94
Total ...	266	34	72	14	120	93	106	51	48	15	45·11
Oudh.											
Canning College, Lucknow	45	5	15	1	21	2	21	1	4	2	46·66
Church Mission School, Rája-ka-bázár, Lucknow.	18	1	4	1	6	6	9	4	3	1	33·33
American Mission Centennial High School, Lucknow.	7	1	1	1	3	...	4	1	...	...	42·85
Aided High School, Balrámpur ...	5	...	2	...	2	1	3	...	...	...	40
Total ...	75	7	22	3	32	9	37	6	7	3	42·66
GRAND TOTAL ...	341	41	94	17	152	102	143	57	55	18	44·57

AIDED SCHOOLS, LOWER GRADE. N.-W. P. AND OUDH.

Schools.	Number of boys examined.	Number passed in				Number failed in					Percentage of passed boys.
		First division.	Second division.	Third division.	Total.	English.	Mathematics.	Second language.	History and geography.	Science.	
North-Western Provinces.											
Training School, Dehra, ...	4	3	1	...	4	...	...	...	...	...	100
Mission School, Saháranpur	17	5	5	2	12	3	2	...	1	...	70 58
Orman School, Roorkee	8	4	4	...	8	...	...	...	...	...	100
Subscription School, Háthras	9	1	1	...	2	7	1	...	...	1	22·22
Aided School, Fatehgarh	3	1	2	...	3	...	...	...	...	...	100
Mission School, Moradabad	4	2	...	...	2	1	1	1	...	...	50
Mission School, Budaun	3	...	2	...	2	...	...	1	...	...	66·66
Aided School, Karwi	2	...	...	...	...	1	...	...	1	...	...
Aided School, Colonelganj, Allahabad ...	2	...	...	...	...	1	1	2	1	1	...
Aided School, Gyanpur, Mirzapur ...	3	1	1	1	3	...	...	...	...	...	100
Anglo-Vernacular School, Deokali, Gházipur,	1	...	...	...	...	...	1	...	...	...	...
Chashma-i-Rahmat School, Gházipur ...	2	...	...	...	...	1	...	...	...	1	...
Church Mission School, Basti	5	...	...	1	1	2	...	2	1	1	20
Anglo-Vernacular School, Ballia ...	7	1	3	...	4	1	...	3	...	...	57·14
Mission School, Paori, Garhwál ...	7	2	...	1	3	1	4	1	...	...	42·85
Total ...	77	20	19	5	44	18	10	10	4	4	57·14
Oudh.											
American Mission School, Nakhas, Lucknow.	7	...	3	...	3	...	4	...	...	...	42·85
Aided School, Bhinga	3	...	...	...	...	3	3	1	1	2	...
Total ...	10	...	3	...	3	3	7	1	1	2	30·00
GRAND TOTAL ...	87	20	22	5	47	21	17	11	5	6	54·02

UNAIDED SCHOOLS AND PRIVATE CANDIDATES, N.-W. P. AND OUDH.

North-Western Provinces.											
Saháranpur	1	...	...	...	...	...	1	...	...	...	...
Bulandshahr	1	...	1	...	1	...	...	...	...	...	100
Aligarh	9	1	...	...	1	8	4	3	3	2	11·11
Muttra	11	1	3	1	5	1	6	...	2	...	45 45
Agra	3	1	...	1	2	1	1	1	...	...	66 66
Farukhabad	8	2	3	...	5	1	3	1	2	1	62·50
Mainpuri	9	...	1	1	2	7	2	1	1	2	22·22
Etáwah	2	...	2	...	2	...	...	...	...	...	100
Etah	1	...	1	...	1	...	...	...	...	...	100
Bijnor	1	1	...	...	1	...	...	...	...	...	100
Moradabad	1	...	...	...	...	1	1	...	...	...	...
Budaun	1	...	1	...	1	...	...	...	...	...	100
Bareilly	19	3	3	...	6	9	10	8	9	1	31.57
Sháhjahánpur	2	...	1	...	1	1	1	...	...	...	50
Pilibhít	3	3	...	...	3	...	...	...	...	...	100
Cawnpore	3	...	3	...	3	...	...	...	...	...	100
Fatehpur	2	1	...	1	2	...	...	...	...	...	100
Bánda	1	1	...	...	1	...	...	...	...	...	100
Hamírpur	1	...	...	...	...	...	1	...	...	...	..
Allahabad	22	4	4	1	9	1	8	5	5	...	40·90
Jaunpur	4	2	...	...	2	...	1	...	2	...	50
Azamgarh	1	...	...	...	...	...	1	...	1	...	...
Mirzapur	2	1	1	...	2	...	...	...	...	...	100
Benares	5	...	1	...	1	2	4	4	2	...	20
Gorakhpur	1	...	...	...	...	1	1	...	1	1	...
Jhánsi	4	...	...	...	...	1	4	2	2	...	...
Jalaun	3	...	1	...	1	1	1	...	...	...	33·33
Kumaun	9	3	4	1	8	1	1	...	1	...	88·88
Total ...	130	24	30	6	60	36	51	25	31	7	46·15
Oudh.											
Unao	4	1	1	...	2	2	1	...	...	...	50
Bara Banki	1	...	1	...	1	...	...	...	...	...	100
Sitapur	1	...	1	...	1	...	...	...	...	...	100
Hardoi	1	...	1	...	1	...	...	...	...	...	100
Fyzabad	1	1	...	...	1	...	...	...	...	...	100
Sultanpur	1	...	1	...	1	...	...	...	...	...	100
Total ...	9	2	5	...	7	2	1	...	...	...	77 77
GRAND TOTAL ...	139	26	35	6	67	38	52	25	31	7	48·20

SECONDARY SCHOOLS.

45. These statements speak for themselves and do not appear to call for any remarks from me. The examination was conducted by the examiners of the preceding year, and the former standard of marking papers appears to have been retained. Mr. Gordon, head-master of the Allahabad zila school, assisted by Munshi Basdeo Sahai, B.A., Babu Ganga Sahai, M.A., Babu Rameshwar Prasad, and Pandits Jay Govind and Moro Ganesh, undertook the examination in English, mathematics, and Hindi; and Maulavi Abdullah, of the Cawnpore school, and Munshi Sakhan Lal, Munshi Cheda Lal, and Maulavi Mahmud Ali, of the Bareilly school, conducted, under the superintendence of their head-masters, the exmination in Persian and Urdu, history and geography, and science. The examination papers were, as usual, submitted to me for approval before printing, and I satisfied myself that, with some few omissions and alterations that I thought advisable, the questions were fair and neither too long nor too difficult.

46. As I have already said, the increase in the number of passed candidates must be ascribed mainly to the lowering of the standard. Still there is no doubt in my mind that our schools would have gradually worked up to the former standard, high as it was, and that they have made some progress in this direction during the past year. In two years' time it will be necessary to restore the standard of 1882 or to adopt a more stringent system of marking. This should be done gradually, and due notice should be given beforehand, so that boys and teachers may be prepared in time. The examiners in English, mathematics, and Hindi are of opinion that there has been a decided improvement in the character of the answers sent up, both as to matter and style. The head-masters of the various schools seem to have been more judicious in the promotion of boys from the 4th class, and the teachers in charge of the middle class candidates have bestowed more labour on them.

47. I find after examination of the mark lists submitted to me that 288 students would have passed by the former standard if it had remained in force, and a comparison of this number with the 255 of the preceding year is sufficient proof that progress has been made in this line of secondary education. In 1881, before the course of study had been increased, the number of passed candidates was 274.

48. The following statements show with full details the results of the middle class vernacular examination, which is the public test for all secondary vernacular schools with which the Education Department is in any way connected :—

Statement of A. or Local Fund Schools Middle Class Departmental Examination, Vernacular, of 1883, North-Western Provinces.

SECONDARY SCHOOLS.

Division.	Number.	Districts.	Number of candidates in Persian.			Number of candidates in Urdu.			Number of candidates in Hindi.			Total number of candidates examined.	Number passed in				Percentage passed.	Number failed in							Percentage of failures.	Total number of absentees.
																		I.			II.	III.	IV.			
			Musalman.	Hindu.	Total.	Musalman.	Hindu.	Total.	Musalman.	Hindu.	Total.		I.	II.	III.	Total.		Persian language.	Urdu language.	Hindi language.	Mathematics.	History and geography.	Science.	Total.		
1st or Meerut.	1	Dehra Dún ...	...	...	...	...	6	6	...	...	...	6	2	2	...	4	66·6	...	...	...	...	...	...	...	...	...
	2	Saháranpur ...	...	...	...	9	11	20	...	...	...	20	3	7	1	11	55·	...	2	...	5	4	...	11	13·7	16
	3	Muzaffarnagar ...	...	...	...	4	18	22	...	...	...	22	7	7	2	16	72·7	...	4	..	2	...	...	6	6·8	6
	4	Meerut ...	...	...	...	4	20	24	...	1	1	25	10	9	...	19	76·	...	5	...	2	1	...	8	8·	1
	5	Bulandshahr ...	...	...	...	8	24	32	...	6	6	38	8	10	1	19	50·	...	14	3	3	2	1	23	15·1	...
	6	Aligarh ...	...	...	...	3	10	13	...	43	43	56	17	14	5	36	64·3	...	5	9	13	3	...	30	13·3	1
		Total ...	...	...	...	28	89	117	...	150	150	167	47	49	9	105	62·9	...	30	12	25	10	1	78	11·7	24
2nd or Agra.	1	Muttra ...	...	...	...	2	3	5	...	36	36	41	17	11	...	28	68·2	...	3	3	7	1	...	14	85·4	5
	2	Agra ...	...	...	...	...	7	7	1	40	41	48	15	12	1	28	58·3	...	4	7	12	1	...	24	12·5	...
	3	Farukhabad ...	...	...	...	2	1	3	...	31	31	34	11	9	1	21	61·7	...	...	5	11	2	...	18	13·2	1
	4	Mainpuri ...	...	...	...	4	...	4	...	20	20	24	4	8	1	13	54·1	...	1	8	4	1	...	14	14·5	3
	5	Etáwah ...	...	...	...	...	...	...	...	53	53	53	10	18	2	30	56·6	...	...	7	19	7	...	33	15·5	2+2
	6	Etah ...	...	...	...	5	13	18	2	33	35	53	38	11	...	49	92·4	...	2	1	...	1	...	4	1·8	5
		Total ...	...	...	...	13	24	37	3	213	216	253	95	69	5	169	66·8	...	10	31	53	13	...	107	10·6	18
3rd or Rohilkhand.	1	Bijnor ...	...	...	...	29	27	56	...	2	2	58	11	17	5	33	56·8	...	18	...	15	7	...	40	17·2	4
	2	Moradabad ...	...	...	...	12	12	24	...	3	3	27	3	6	5	14	51·8	...	10	...	9	7	3	29	26·8	2
	3	Budaun ...	...	...	...	22	26	48	...	1	1	49	5	13	4	22	44·8	...	22	1	13	12	2	50	25·5	1
	4	Bareilly ...	...	...	...	9	25	34	...	1	1	35	6	11	2	19	54·2	...	12	...	4	2	...	18	12·8	1
	5	Sháhjahánpur ...	...	...	...	11	13	24	...	3	3	27	4	8	4	16	59·2	...	9	1	3	...	...	13	12·0	...
	6	Pilibhít ...	...	...	...	1	7	8	...	2	2	10	2	4	...	6	60·	...	2	...	...	2	...	4	10·	...
		Total ...	...	...	...	84	110	194	...	12	12	206	31	59	20	110	53·4	...	73	2	44	30	5	154	18·7	8
4th or Allahabad.	1	Cawnpore ...	...	...	...	...	5	5	...	65	65	70	10	18	3	31	44·2	...	3	26	24	14	...	67	23·9	3
	2	Fatehpur ...	...	...	...	3	1	4	...	12	12	16	8	3	...	11	68·9	...	2	3	...	...	...	5	7·8	...
	3	Bánda ...	1	...	1	2	6	8	...	9	9	18	...	4	...	4	22·2	...	8	3	7	4	...	22	30·6	3
	4	Hamirpur ...	...	...	...	4	3	7	...	24	24	31	5	12	1	18	58·1	...	4	8	7	4	1	24	19·4	1
	5	Allahabad ...	2	1	3	12	4	16	...	16	16	35	10	17	3	30	85·7	...	...	4	1	...	...	5	3·6	4
	6	Jaunpur ...	...	...	...	2	12	14	...	28	28	42	10	8	7	25	59·5	...	7	7	9	7	1	31	18·5	14+1
		Total ...	3	1	4	23	31	54	...	154	154	212	43	62	14	119	56·1	...	24	51	48	29	2	154	18·2	10
5th or Benares.	1	Azamgarh ...	...	...	...	5	3	8	...	21	21	29	12	13	...	25	86·2	...	1	1	2	...	...	4	3·5	...
	2	Mirzapur ...	...	...	...	2	5	7	...	16	16	23	2	8	1	11	47·8	...	4	4	8	3	3	22	23·9	4
	3	Benares ...	...	...	...	...	2	2	...	26	26	28	6	5	...	11	39·3	...	2	12	9	1	1	25	22·3	3
	4	Gházipur ...	...	...	...	1	5	6	1	29	30	36	20	8	1	29	80·6	...	2	5	...	...	...	7	4·8	...
	5	Gorakhpur ...	...	...	...	8	8	16	2	31	33	49	8	19	3	30	61·2	...	6	5	11	4	1	27	13·7	7
	6	Basti ...	...	...	...	2	5	7	...	22	22	29	14	6	..	20	68·9	...	2	5	6	1	...	14	12·1	1
	7	Ballia ...	...	...	...	...	...	...	.	24	24	24	5	10	1	16	66·6	...	...	6	5	...	...	11	11·4	1
		Total ...	...	...	...	18	28	46	3	169	172	218	67	69	6	142	65·1	...	17	38	41	9	5	110	12·6	16
6th or Jhansi.	1	Jhánsi ...	1	...	1	3	...	3	...	9	9	13	...	5	1	6	46·2	...	3	2	4	1	...	10	19·2	1
	2	Jalaun ...	...	...	...	1	4	5	...	13	13	18	5	3	...	8	44·4	...	2	4	5	2	1	14	19·5	1
	3	Lalitpur ...	...	...	...	...	...	...	...	5	5	5	...	4	...	4	80·	...	...	...	1	...	...	1	5·	...
		Total ...	1	...	1	4	4	8	...	27	27	36	5	12	1	18	50·	...	5	6	10	3	1	25	17·4	2
7th or Kumaun.	1	Kumaun ...	...	...	...	...	...	...	...	6	6	6	...	1	...	1	16·6	...	...	1	4	...	...	5	20·8	...
	2	Garhwal ...	...	...	...	...	...	...	...	5	5	5	...	1	...	1	20·	...	...	...	2	1	...	5	25·	1
	3	Tarái ...	...	...	...	...	2	2	...	7	7	9	2	4	1	7	77·7	...	1	1	2	1	...	5	13·9	1
		Total ...	...	...	...	...	2	2	...	18	18	20	2	6	1	9	45·	...	1	2	10	2	...	15	18·8	2
		Grand Total of 1883.	4	1	5	170	288	458	6	743	749	1,112	290	326	56	672	60·4	...	160	142	231	96	14	743	16·7	80
		Grand Total of 1882.	3	1	4	163	253	416	10	654	664	1,084	9	48	92	149	13·7	...	233	360	861	753	487	2,643	60·9	118

Statement of A. Schools Middle Class Departmental Examination (Vernacular) of 1883, Oudh Province.

Division.	Number.	Districts.	Number of candidates in Persian.			Number of candidates in Urdu.			Number of candidates in Hindi.			Total number of candidates examined.	Number passed in				Percentage passed.	Number failed in							Percentage of failures.	Total number of absentees.
																		I.			II.	III.		IV.			
			Musalman.	Hindu.	Total.	Musalman.	Hindu.	Total.	Musalman.	Hindu.	Total.		I.	II.	III.	Total.		Persian language.	Urdu language.	Hindi language.	Mathematics.	History and general geography.	Science.	Total.		
1st or Lucknow ...	1	Lucknow	...	...	...	13	9	22	2	4	6	28	5	15	1	21	75·0	...	4	2	3	3	...	12	10·7	...
	2	Unao	...	6	6	6	12	18	...	3	3	27	2	7	1	10	37·0	2	10	1	7	3	6	29	26·8	3
	3	Bara Banki	...	...	...	6	13	19	...	7	7	26	2	5	2	9	34·6	...	9	4	16	7	1	37	35·5	1
		Total ...	...	6	6	25	34	59	2	14	16	81	9	27	4	40	49·4	2	23	7	26	13	7	78	24·0	4
2nd or Sitapur ...	1	Sitapur	...	...	...	3	13	16	...	4	4	20	...	3	...	3	15·0	...	14	1	9	5	..	29	36·2	2
	2	Hardoi	1	...	1	14	24	38	...	7	7	46	3	19	...	22	47·8	...	21	...	8	2	1	32	17·3	...
	3	Kheri or Lakhimpur	...	...	...	5	15	20	...	1	1	21	2	7	...	9	42·8	...	10	1	8	4	1	24	28·5	1
		Total ...	1	...	1	22	52	74	...	12	12	87	5	29	...	34	39·1	...	45	2	25	11	2	85	24·4	3
3rd or Fyzabad ...	1	Fyzabad	...	...	...	5	14	19	...	3	3	22	3	8	...	11	50·0	...	9	2	5	2	...	18	20·4	...
	2	Bahraich	...	...	...	5	...	5	...	...	...	5	1	...	...	1	20·0	...	3	...	3	2	...	8	40·0	1
	3	Gonda	...	...	...	1	19	20	...	2	2	22	...	2	1	3	13·6	...	18	...	9	3	2	32	36·3	4
		Total ...	...	...	...	11	33	44	...	5	5	49	4	10	1	15	30·6	...	30	2	17	7	2	58	29·5	5
4th or Rae Bareli ...	1	Rae Bareli	...	...	...	7	17	24	...	...	...	24	...	5	2	7	29·1	...	18	...	5	3	...	26	27·0	...
	2	Sultánpur	...	...	...	2	5	7	...	1	1	8	2	3	1	6	75·0	...	2	...	...	...	...	2	6·2	...
	3	Partábgarh	...	...	...	6	11	17	...	3	3	20	7	4	1	12	60·0	...	5	1	5	1	...	12	15·0	1
		Total ...	...	...	...	15	33	48	...	4	4	52	9	12	4	25	48·1	...	25	1	10	4	..	40	19·2	1
		Grand Total of 1883	1	6	7	73	152	225	2	35	37	269	27	78	9	114	42·3	2	122	12	78	35	11	261	24·2	13
		Grand Total of 1882	...	...	...	63	117	180	1	26	27	207	1	1	16	18	8·8	...	113	16	181	156	93	559	67·4	13

Statement of B. or Aided, and C. or Unaided Schools Middle Class Departmental Examination (Vernacular) of 1883, North-Western Provinces and Oudh.

Division.	Number.	Districts.	Number of candidates in Persian.			Number of candidates in Urdu.			Number of candidates in Hindi.			Total number of candidates examined.	Number passed in.				Percentage passed.	Number failed in							Percentage of failures.	Total number of absentees.
			Musalman.	Hindu.	Total.	Musalman.	Hindu.	Total.	Musalman.	Hindu.	Total.		I.	II.	III.	Total.		I. Persian language.	I. Urdu language.	I. Hindi language.	II. Mathematics.	III. History and general geography.	IV. Science.	Total.		
		B. Schools.																								
Meerut ...	1	Saháranpur ...	...	1	1	1	5	6	...	...	...	7	...	1	2	3	42·8	...	3	...	2	4	4	13	46·4	6
Agra ...	1	Mainpuri ...	1	1	2	...	...	...	...	...	...	2	...	1	...	1	50·0	...	...	...	1	1	...	2	25·0	...
Rohilkhand,	1	Bijnor ...	...	...	...	4	...	4	...	...	...	4	...	...	...	...	...	...	1	...	4	1	...	6	37·5	...
	2	Budaun ...	...	...	...	1	2	3	...	...	...	3	...	1	...	1	33·3	...	1	...	1	2	...	4	33·3	...
	3	Bareilly ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	4
Benares ...	1	Mirzapur ...	...	1	1	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	1	1	...	2	50·	...
	2	Benares ...	...	...	...	...	5	5	...	...	...	5	...	1	...	1	20·	...	3	...	2	2	...	7	35·5	...
	3	Gházipur ...	11	5	6	...	...	...	...	...	...	16	3	1	1	5	31·2	5	...	...	8	6	2	21	32·8	1
	4	Gorakhpur ...	...	...	...	1	4	5	...	5	5	10	1	2	...	3	30·	...	4	2	4	2	...	12	60·	...
	5	Basti ...	...	...	...	4	1	5	...	...	...	5	5	...	...	5	100	...	...	...	...	...	...	...	...	2
Kukaun ...	1	Garhwál ...	...	...	...	...	...	...	...	3	3	3	...	...	...	...	...	...	...	3	3	1	...	7	58·3	...
Oudh ...	1	Lucknow ...	1	...	1	1	1	2	...	2	2	5	...	...	...	...	...	...	1	2	5	4	4	16	80·	2
		B. Total of 1883,	13	8	11	12	18	30	...	10	10	61	9	7	3	19	31·1	5	13	7	31	24	10	90	36·9	15
		B. Total of 1882,	9	5	14	17	15	32	...	9	9	55	...	...	...	...	...	5	26	7	53	50	38	179	81·3	13
		C. Schools.																								
Meerut ...	1	Dehra Dún ...	...	...	...	1	2	3	...	...	...	3	...	...	...	...	...	...	...	...	2	3	...	5	41·6	...
	2	Saháranpur ...	...	...	...	5	4	9	...	...	...	9	3	2	...	5	55·5	...	...	...	4	4	3	11	30·5	5
	3	Muzaffarnagar ...	...	...	...	4	6	10	...	...	...	10	...	4	...	4	40·0	...	3	...	4	3	2	12	30·0	2
	4	Meerut ...	...	...	...	6	7	13	...	1	1	14	2	4	1	7	50·0	...	5	...	2	2	...	9	16·0	6
	5	Bulandshahr ...	...	...	...	2	7	9	...	...	...	9	3	...	2	5	55·5	...	1	...	2	2	...	5	13·8	...
	6	Aligarh ...	...	...	...	2	3	5	...	4	4	9	...	1	...	1	11·1	...	3	3	4	2	...	12	36·0	7
Agra ...	1	Muttra ...	...	...	...	3	1	4	...	...	...	4	...	3	...	3	75·0	...	1	...	...	...	...	1	6·2	5
	2	Agra ...	...	...	...	4	2	6	...	6	6	12	...	2	...	2	16·6	...	4	1	8	6	3	22	45·8	7
	3	Farukhabad ...	...	...	...	2	4	6	...	1	1	7	...	...	1	1	14·2	...	3	...	4	3	2	12	42·8	1
	4	Mainpuri ...	1	...	1	...	4	4	...	...	...	5	...	...	...	...	...	...	2	...	3	2	...	7	35·0	1
	5	Etawah ...	...	...	...	1	...	1	...	3	3	4	...	2	...	2	50·0	...	...	1	2	2	...	5	31·2	2
	6	Etah ...	...	...	...	3	2	5	...	...	...	5	1	...	...	1	20·0	...	2	...	4	2	...	8	40·0	3
Rohilkhand,	1	Bijnor ...	...	...	...	6	2	8	...	...	...	8	...	1	2	3	37·5	...	1	...	4	3	2	10	31·2	...
	2	Moradabad ...	...	...	...	6	7	13	...	...	...	13	2	1	1	4	30·7	...	8	...	5	5	1	19	36·5	3
	3	Budaun ...	...	...	...	7	3	10	...	...	...	10	1	1	2	4	40·0	...	1	...	4	4	...	9	22·5	1
	4	Bareilly ...	...	...	...	...	2	2	...	...	...	2	...	...	1	1	50·0	...	...	...	1	1	...	2	25·0	...
	5	Sháhjahánpur ...	...	...	...	4	3	7	...	1	1	8	1	...	...	1	12·5	...	1	1	6	1	4	13	40·6	2
	6	Pilibhít ...	...	...	...	1	...	1	...	...	...	1	...	...	...	...	...	...	...	...	1	...	...	1	25·0	...
Allahabad ...	1	Fatehpur ...	...	...	...	1	2	3	...	2	2	5	1	...	...	1	20·0	...	1	2	3	2	...	8	40·0	7
	2	Bánda ...	...	1	1	1	2	3	...	...	...	4	...	...	...	...	...	...	2	3	...	...	...	5	31·2	1
	3	Hamírpur ...	...	...	...	1	3	4	...	1	1	5	1	...	1	2	40·0	...	...	1	1	1	...	3	15·0	...
	4	Allahabad ...	1	...	1	10	...	10	...	...	...	11	...	1	1	2	18·1	...	5	...	9	5	3	22	50·0	1
	5	Jaunpur ...	...	...	...	10	18	28	...	6	6	34	1	...	...	1	2·9	...	24	...	30	28	24	106	77·9	15
Benares ...	1	Azamgarh ...	...	...	...	4	1	5	...	...	...	5	...	...	...	...	...	...	3	...	3	5	2	13	65·0	9
	2	Mirzapur ...	...	...	...	...	1	1	...	...	...	1	...	1	...	1	100·0	...	...	...	...	...	...	...	...	1
	3	Benares ...	...	...	...	...	...	...	...	1	1	1	...	...	...	...	...	...	...	...	1	1	...	2	50·0	...
	4	Gorakhpur ...	...	...	...	...	1	1	...	...	...	1	...	...	...	...	...	...	...	...	1	1	...	2	50·0	...
	5	Basti ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1
	6	Ballia ...	...	...	...	...	2	2	...	...	...	2	...	...	...	...	...	...	1	...	2	...	1	4	50·0	1
Jhánsi ...	1	Jhánsi ...	...	...	...	3	...	3	...	...	...	3	...	...	...	...	...	...	...	...	2	1	...	3	33·3	3
	2	Jalaun ...	...	...	...	2	8	10	1	1	2	12	...	...	...	...	...	...	7	2	10	5	...	24	50·0	1
Kumaun ...	1	Kumaun ...	...	...	...	...	...	...	...	1	1	1	...	...	...	...	...	...	...	...	1	1	...	2	50·0	...
Oudh ...	1	Lucknow ...	2	...	2	3	1	4	...	...	...	6	1	2	...	3	50·0	...	1	...	2	2	2	7	29·1	5
	2	Unao ...	...	...	...	...	3	3	...	2	2	5	...	1	...	1	20·0	...	1	...	2	2	...	5	25·0	1
	3	Bara Banki ...	...	...	...	...	2	2	...	...	...	2	1	...	...	1	50·0	...	...	...	1	...	...	1	12·5	3
	4	Sitapur ...	...	...	...	1	1	2	...	...	...	2	...	...	...	...	...	...	2	...	2	1	...	5	62·5	1
	5	Hardoi ...	...	...	...	1	3	4	...	4	4	8	...	1	1	2	25·0	...	3	1	6	2	1	13	40·6	...
	6	Fyzabad ...	...	...	...	1	4	5	...	...	...	5	1	...	...	1	20·0	...	4	...	2	...	...	6	30·0	1
	7	Bahraich ...	...	...	...	1	1	2	...	...	...	2	...	1	...	1	50·0	...	1	...	...	...	...	1	12·5	2
	8	Gonda ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1
	9	Rae Bareli ...	...	...	...	1	7	8	...	...	...	8	...	1	1	2	25·0	...	2	...	5	...	...	7	21·8	3
	10	Sultánpur ...	...	...	...	3	4	7	...	...	...	7	...	3	...	3	42·8	...	4	...	2	...	...	6	21·4	1
	11	Partabgarh ...	...	...	...	1	1	2	...	1	1	3	1	...	...	1	33·3	...	1	...	1	1	...	3	25·0	...
		C. Total of 1883,	4	1	5	101	124	225	1	35	36	266	20	32	14	66	25·3	...	97	15	146	103	50	413	38·7	103
		C. Total of 1882,	...	2	2	41	46	87	...	17	17	106	...	...	2	2	1·8	1	49	12	100	88	61	311	73·5	31
		Grand Total of 1883 ...	17	9	26	113	142	255	1	45	46	327	29	39	17	85	25·9	5	110	22	177	127	60	503	38·4	118
		Grand Total of 1882 ...	9	7	16	58	61	119	...	26	26	161	...	...	2	2	1·2	6	75	19	153	138	99	490	76·6	43

Abstract Statement of the Middle Class Departmental Examination (Vernacular) held in December, 1883, North-Western Provinces and Oudh.

Schools.	North-Western Provinces.																								Oudh.															Grand Total of North-Western Provinces and Oudh.		
	1st or Meerut Division.			2nd or Agra Division.			3rd or Rohilkhand Division.			4th or Allahabad Division.			5th or Benares Division.			6th or Jhánsi Division.			7th or Kumaun Division.			Total.			1st or Lucknow Division.			2nd or Sitapur Division.			3rd or Fyzabad Division.			4th or Rae Bareli Division.			Total.					
	Number of schools which sent up candidates.	Number of candidates.	Number passed.	Number of schools which sent up candidates.	Number of candidates.	Number passed.	Number of schools which sent up candidates.	Number of candidates.	Number passed.	Number of schools which sent up candidates.	Number of candidates.	Number passed.	Number of schools which sent up candidates.	Number of candidates.	Number passed.	Number of schools which sent up candidates.	Number of candidates.	Number passed.	Number of schools which sent up candidates.	Number of candidates.	Number passed.	Number of schools which sent up candidates.	Number of candidates.	Number passed.	Number of schools which sent up candidates.	Number of candidates.	Number passed.	Number of schools which sent up candidates.	Number of candidates.	Number passed.	Number of schools which sent up candidates.	Number of candidates.	Number passed.	Number of schools which sent up candidates.	Number of candidates.	Number passed.	Number of schools which sent up candidates.	Number of candidates.	Number passed.	Number of schools which sent up candidates.	Number of candidates.	Number passed.
A. or tahsili ...	28	97	62	33	140	104	24	126	78	33	135	85	25	95	60	12	29	15	8	17	8	163	639	412	2	15	8	3	23	13	2	19	12	3	32	18	10	89	51	173	728	463
Halkabandi ...	17	37	26	21	58	30	22	66	24	17	52	21	31	75	47	3	5	2	2	3	1	113	296	151	15	58	24	17	63	20	6	30	3	3	20	7	41	171	54	154	467	205
Pargana ...	10	33	17	11	38	24	6	11	6	8	25	13	13	38	31	...	...	...	...	...	...	48	145	91	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	48	145	91
Inferior zila ...	...	...	...	2	16	11	1	3	2	...	...	...	1	10	4	1	2	1	...	...	...	5	31	18	...	...	...	1	1	1	...	...	...	...	...	...	1	1	1	6	32	19
Anglo-vernacular and central normal.	...	...	...	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	1	...	1	8	8	...	...	...	...	...	...	...	...	...	1	8	8	2	9	8
Total ...	55	167	105	68	253	169	53	206	110	58	212	119	70	218	142	16	36	18	10	20	9	331	1,112	672	18	81	40	21	87	34	8	49	15	6	52	25	53	269	114	384	1,381	786
B. or aided ...	2	7	3	1	2	1	2	7	1	...	...	...	7	37	14	...	...	...	1	3	...	13	56	19	1	5	...	...	...	...	...	...	...	...	...	...	1	5	...	14	61	19
C. or unaided ...	6	42	21	6	31	6	6	30	12	5	48	4	3	8	...	2	12	...	1	1	...	30	172	43	3	10	3	2	6	2	2	4	1	3	18	6	10	38	12	39	210	55
Teachers ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3	2	...	...	...	...	2	1	...	...	...	...	5	3	...	5	3
Government employés.	...	12	3	...	6	5	...	12	2	...	11	5	...	2	1	...	3	1	...	...	...	...	46	17	...	...	...	...	4	2	...	1	1	...	...	...	...	5	3	...	51	20
Total ...	8	61	27	7	39	12	8	49	15	5	59	9	10	47	15	2	15	1	2	4	..	43	274	79	4	18	5	2	10	4	2	7	3	3	18	6	11	53	18	53	327	97
Grand Total of 1883,	64	228	132	75	292	181	61	255	125	63	271	128	80	265	157	18	51	19	12	24	9	373	1,386	751	22	99	45	23	97	38	19	56	18	9	70	31	64	322	132	437	1,708	883
Grand Total of 1882,	59	222	25	79	281	66	61	224	10	61	222	14	73	221	27	15	39	7	8	13	2	356	1,222	151	16	83	6	16	53	2	11	48	4	10	46	6	57	230	18	413	1,452	169

49. The following is taken from the report of Mr. Harrison, Principal of the Muir Central College, on this examination, which he superintended with his usual care:—"The examiners were M. Zaka Ullah and P. Adityaram, M.A., of the Muir Central College; M. Choda Lal, B.A., of Bareilly School; P. Kashinath, of Muzaffarnagar; B. Hemnath Majumdar, of Bara Banki; P. Gaindan Lal, B.A., of Meerut; B. Atmaram, B.A., of Muttra; M. Puran Mal, of Meerut; M. Vazir Ahmad, B.A., of Bijnor; B. Ramrup Ghose, B.A., of Mirzapur; M. Sitaram, B.A., of Benares; M. Hira Lal, of Etáwah; B. Damodar Das, B.A., of Lalitpur; P. Sobharam, of Aligarh; M. Fazl-ul-Rasul, B.A., of Budaun; and M. Abhaya Charan Sanyal, M.A., of the Muir Central College.

50. "Of the 1,708 examined, 883, or 51·6 per cent., pass under the reduced standards, *viz.*, 346 in the 1st division, as gaining 50 per cent. of the total marks; 443 in the 2nd division, with 40 per cent. of the total marks; and 82 in the 3rd division, with 29 per cent. Twelve have not attained the lowest division, but pass as Government *employés* under G. O. No. 360, of the 6th December, 1883.

51. "Had the standards of last year been maintained there would have been 36 in the 1st division, which required 60 per cent. of the total marks, 310 in the 2nd, which required 50 per cent., and 443 in the 3rd, which required 40 per cent.: so that 46 per cent. would still have passed. In my report on the examination of 1882 I stated my conviction that the percentage of success would again rise to a fair proportion when the teachers became familiar with the new and additional subjects of study. This view is fully borne out by the present results, for even with a greater number of candidates, the failures in 'Sanitary Primer' (which last year was a wholly new subject) are only one-eighth, and in mathematics (which last year was extended by the addition of the second book of Euclid) only one-half of what they were. The failures in history and geography, subjects which were probably neglected in 1882, are just one-fourth of what they were.

52. "It is reasonable to suppose that a large number of those who failed in 1882 have re-appeared, and that the pass list is thereby much increased. Therefore we must not expect so high a rate of increase next year. The decrease will probably not be very great, but I speak of it here by anticipation lest such a result, if it happens, should then be interpreted to indicate a falling off in vernacular education while it is really advancing.

53. "The purity of the examination is ever a most important consideration. Only 18, or about one in a hundred of those who came up, are found to have used unfair means. Eight of these were detected by the officers superintending the examination and expelled. The other ten were discovered by the examiners.

54. "I have much pleasure in again commending the examiners for the diligence and care with which they have gone through the papers."

55. The results of the middle class vernacular examination, then, are decidedly satisfactory; for, judged by the old standard, which alone can this year be used for purposes of comparison, 46 per cent. of the total number of candidates have passed, against 12 per cent. in 1882 (which was the year in which the standard was raised and the subjects were increased) and against 39 in the year 1881.

This clearly shows that secondary vernacular education has made very considerable progress in the last two years, the percentage of passed students having risen even when measured by an enhanced standard and in spite of increase in the subjects of examination.

56. The following remarks on the progress or condition of secondary schools, arranged in the order of the Revenue Divisions in which they are situated, are taken from the reports of the Inspectors, or where, as at Agra, Bareilly, Benares, and Lucknow, the chief secondary school is not under the Inspector's control, from the report of the principal or the head-master of the institution to which it is attached. Many of these schools are mentioned also in the reports of the district boards, which, as usual, will be found in the appendix. Secondary schools for Europeans and Eurasians are separately reported on in Section VII.

MEERUT DIVISION.

Local Funds Schools, Higher Grade.

57. Mr. Goulding, the Inspector, reports as follows:—

High Schools.

"The high schools in this Division, both Government and aided, compare favourably with last year. On 31st March, the 2 Government schools show an aggregate roll of 689 scholars in their high, middle, and primary divisions, marking an increase of 33. The fee-receipts have risen from Rs. 3,018 to Rs. 3,248. For the university entrance examination they sent up 21 candidates and passed 11, or 52 per cent. against 61 per cent.; in the middle class anglo-vernacular examination they passed 70 per cent. against 25 per cent.; and in the primary examinations 59 per cent. against 55 per cent. Six aided schools at the same time sent up 48 candidates for the entrance and passed 29, or 60 per cent. They passed also 65 per cent. in the middle class and 72 per cent. in the primary examinations. The corresponding percentages last year were 57, 9, and 59.

SECONDARY SCHOOLS

"The general condition of each high school in its combined capacity is shown in the following abstracts of reports, the figures where necessary being compared with last year's :—

Government High Schools.

58. *Meerut Zila School.*—"For more than ten months of the year Mr. Welby has been head-master of this school, and the progress made is creditable to him and his assistants. With stricter discipline and promotions according to rule, the roll on 31st March shows 298 scholars, or 27 more than last year. The total expenditure was Rs. 6,440, of which Rs. 4,650 was defrayed by Government, Rs. 1,455 from fees, and Rs. 336 from local sources, the fee income showing an increase of Rs. 224. The total cost of educating each scholar was Rs. 25½ against Rs. 28½; the cost to Government being Rs. 18-7-2 compared with Rs. 20-13-4. The following are the tuitional results :—Eight candidates went up for the entrance examination and 6 passed, 4 in the 2nd and 2 in the 3rd division. Eighteen appeared for the middle class and 11 passed, the failures being chiefly in mathematics. Ten out of 33 passed the upper primary and 17 out of 32 the lower primary. In the entrance and primary examinations the results are on the whole not inferior to last year's: the middle class results are better. The boarding-house has had as many inmates as could be comfortably accommodated: the year closed with 39, of whom 28 are self-supporters. The additions to the school building are nearly completed, and the teachers are anxiously awaiting the result of the district board's appeal to Government to be allowed to supplement from local rates an inadequately-paid staff.

59. *Aligarh Zila School.*—"Mr. Casabon has been head-master throughout the year, and his honest efforts to improve the school deserve acknowledgment. The roll on 31st March shows an increase of 6 scholars, or 391 against 385. In the entrance examination 5 out of 13 passed; one in the 1st division, 3 in the 2nd, and one in the 3rd. Last year 6 out of 13 passed. The middle class results are better: here we find that 11 pass out of 13 examined, which may be contrasted with the 22 who failed last year, when 28 were examined. Of the primary school I cannot say much. Forty-eight boys had been examined by the upper primary test and 31 promoted. Of these 31 only 14 were present at my visit, and the inference is that many kept out of my way purposely. Of the 14 present I was able to pass only 10. The number examined by the lower primary had been 41, of whom 35 were promoted. I allowed 31 of these to stand: 7 on trial. The total expenditure was Rs. 9,768, of which Rs. 5,604 came from Government, Rs. 1,793 from fees, and Rs. 2,361 from local sources. The total cost of educating each scholar was Rs. 27-5-9; the cost to Government Rs. 15-11-7 Owing to the larger attendance at this school, the cost per scholar is below what it is at Meerut. On the whole, if there is no decided improvement in this school, there is no falling off, unless it be in the discipline of the school, which is not quite what it should be. The boarding-houses as usual were full, containing no fewer than 96 lodgers, 67 of whom were self-supporters.

Aided High Schools.

60. *Muhammadan Anglo-Oriental College, Aligarh.*—"The school department gives a roll of 213 scholars on 31st March, which is 14 less than last year. The tuitional results continue very fair: out of 31 candidates who went up for the entrance examination 19 passed—that is to say, 60 per cent., against 69 per cent. last year; 4 passed in the 1st division, 11 in the 2nd, and 4 in the 3rd. The total cost per scholar in the school department is Rs. 59-0-10, the cost to Government being Rs. 30-4-0.

61. *Mission School, Meerut.*—"The roll shows a small decrease, or 292 scholars against 305 last year. But in the high and middle divisions of the school the tuitional results compare more favourably. Four out of 6 candidates who went up for the entrance examination passed, 2 in the 2nd and 2 in the 3rd division; and 10 out of 13 passed the middle class. The primary classes should have done better: only 7 out of 28 passed the upper test and 3 out of 13 the lower.

62. *Dehra Mission School for Boys.*—"On the day of inspection the roll showed an increase of 26 scholars, or 177 against 151. In the middle and primary divisions the instruction had improved. Two boys out of 6 who went up passed the middle class examination in the 2nd division. In the primary examinations, all who came up for it passed by the higher test—that is to say 18; and 13 out of 19 passed by the lower. Classes above the middle are here a mistake: the 2nd class was represented by a cipher and the 1st by a unit. I did not think the boy would pass, but he went up for the entrance and passed in the 3rd division.

63. *Dehra Mission School for Girls.*—"The number of native Christians here is 117. There are no Europeans and only 15 Eurasians. The Code for the regulation of schools for Europeans and Eurasians will not therefore apply to this institution. But so far as it was found practicable, the standards of instruction prescribed for those schools have been followed by the Lady Superintendent. This was more feasible in the middle division of the school than in the primary, where English has not yet sufficiently advanced. The middle classes were examined by the Code standards V. to VII. and acquitted themselves well. The primary classes were examined by the standards in use for anglo-vernacular schools. Nine girls came up for the upper test and 6 passed; 4 for the lower, but none passed. Changes are impending over

the future management of this institution, and I hope its future success will be as distinguished as it has been during the long incumbency of the Revd. Mr. Herron.

Government Middle Schools (English).

64. "The results of the middle class anglo-vernacular examination are this year very nearly equal in Government and aided schools, the former passing 68 per cent. and the latter 65, against 29 and 9 per cent. last year.

65. *Bulandshahr Zila School.*—" The year closed with 162 scholars on the roll, or 7 more than last year. The number now reached is probably the maximum, and they will soon have elbow-room, as the wing to the school building is nearly finished. The tuitional expenditure has been Rs. 3,934, contributed thus: Government Rs. 2,961, fees Rs. 505, other sources Rs. 468. The total cost per scholar was Rs. 26-6-5; the cost to Government Rs. 19-13-11. The tuitional results are very satisfactory. Ten candidates went up for the middle class examination and all passed. Thirty-five out of 42 passed the upper primary and 24 out of 25 the lower primary. The boarding-house had 40 inmates, of whom 32 are self-supporters. This zila school is still the best of the inferior zila schools in this Division, and the fact is creditable to Lala Bishambar Nath, the head-master.

66. *Muzaffarnagar Zila School.*—" Pandit Kashi Nath was appointed to the head-mastership here in June, and the condition of the school is on the whole very fair. The roll shows an increase of 23 scholars, or 110 against 87. Four out of 7 candidates passed the middle class examination, 13 out of 14 the upper primary, and 6 out of 9 the lower primary. The 4th class I found very weak in English and mathematics. The total expenditure was Rs. 3,428, of which Rs. 2,800 came from Government, Rs. 340 from fees, and Rs. 288 from other sources. The total cost per scholar was Rs. 42-4-0, and the cost to Government Rs. 34-9-3. The number of boarders has risen from 29 to 36. But a suitable boarding-house is wanted.

67. *Saháranpur Zila School.*—" Munshi Rup Kishore joined as head-master in July. The year closed with 151 scholars on the roll, against 149. Last year the increase was one boy; this year it is 2. There is some improvement in the method of teaching and also in the English pronunciation of the boys, but much still remains to be done. The 3rd or highest class did not impress me very favourably, but 4 out of 5 passed the middle class examination. The primary classes did well; 16 out of 17 passed the upper primary and 9 out of 11 the lower. A Roorkee class was opened during the year and one boy passed into Roorkee. The total expenditure was Rs. 3,214, defrayed from two sources only: Government Rs. 2,782 and fees Rs. 432. The total cost per scholar is Rs. 27-15-0; the cost to Government Rs. 24-1-8. The boarding-house is to be enlarged, being too small for the present number of boarders, which is 35. The superintendent's house is in course of erection.

68. *Atrauli (Municipal) School.*—" The roll showed 47 scholars against 49. Five went up for the middle class examination and failed. Nine were examined by the upper primary test and 6 passed. None passed the lower primary, the 6 who came up being very deficient in the vernacular and arithmetic. This school is gradually going down, and must disappear from the list of middle schools unless it does better.

Aided Middle Schools (English).

69. *Saháranpur Mission School.*—" The Revd. A. P. Kelso, M.A, has lately assumed charge of this institution. The roll shows a small increase on last year, or 248 scholars against 244. This school is aided only as a middle school; still it may be well to note that it sent up 2 candidates for the university entrance examination and both failed. In the middle class it was very successful: 17 went up and 12 passed, which differs from the 17 of last year, who all failed. The primary classes as usual did well: 11 passed by the upper test and 15 by the lower out of a total of 27 examined.

70. *Dehra Training School.*—" This school obtained a grant of Rs. 30 a month from 1st April. The roll showed 113 scholars on the day of inspection, of whom 95 were present. Though aided only as a middle school it already has high school classes. This is a mistake, and schools of the kind should, I think, be restricted to teaching up to the standard of the school for which they receive a grant. One boy went up for the university entrance and failed; 4 out of a class of 10 were sent up for the middle class and passed; 3 out of 9 passed by the upper primary and 4 out of 7 the lower.

71. *Orman School, Roorkee.*—" The roll showed an increase of 60 scholars compared with last inspection, or 195 against 135. The middle class results are very good: 8 boys went up and all passed, 4 in the 1st division and 4 in the 2nd. The primary classes did almost as well, 17 passing out of 20 examined. The Roorkee class numbered 38 students and had as usual been well taught.

72. *Subscription School, Hathras.*—" The roll here had increased from 94 to 98. In the middle school the teaching shows no progress: 9 boys went up for the last examination and only 2 passed, which, considering that the standard had been lowered, is the very least they could have done. The primary classes did well, 25 passing out of 29 examined. The Government grant is Rs. 50, the municipal grant Rs. 140; but while the teaching in the middle school continues so backward I can hardly recommend an increase to the Government grant.

Middle Schools (Vernacular).

SECONDARY SCHOOLS.

73. "Five halkabandi middle schools having been closed and one newly opened, the number of schools affording a middle class vernacular education is now 56, against 60 last year. Twenty-five of them are tahsíli, 14 pargana, and 17 halkabandi schools. Their aggregate roll, in middle and primary divisions, was 4,706 scholars on 31st March, against 4,788 last year. Their middle divisions, or classes I. and II., numbered 601 scholars, against 578, sent up for the middle class examination 167 scholars against 190, and passed 105 against 24, or 62·8 per cent. against 12·6. I proceed to notice these middle vernacular schools district by district:—

74. *Dehra Dún.*—"Of the 2 tahsíli schools here, *viz.*, Dehra and Kalsi, only the former ranks as middle. It had a roll of 80 pupils and an attendance of 76 on the day of inspection, and was found efficient in both its middle and primary divisions. For the middle class examination it sent up 6 candidates and passed 4, 2 in the 1st and 2 in the 2nd division. The halkabandi school of Rajpur, with a roll of 73 pupils, has this year been raised to the status of a middle school and is likely to do well. It was found efficient in both divisions.

75. *Saháranpur.*—"The halkabandi school of Imblia having been reduced to a primary school, the middle schools comprise 4 tahsíli, 2 pargana, and 4 halkabandi. Of these 10 schools only 4 were found efficient as middle schools, *viz.*, Deoband and Gangoh (tahsíli) and Pandauli and Khera (halkabandi). Three of the 4 were also efficient as primary schools, the exception being Khera. Three were inefficient both as middle and primary, *viz*, Jwalapur and Saháranpur tahsíli) and Ambehta (halkabandi). Indeed, the necessity for retaining Khera and Ambehta as middle schools is very doubtful. Eight of the schools sent up 20 candidates for the middle class examination and passed 11, Deoband (tahsíli) doing best.

76. *Muzaffarnagar.*—"The number of middle schools here is the same as last year, *viz.*, 4 tahsíli, 4 pargana, and 2 halkabandi, and all 10 were found efficient both in their middle and primary divisions. For the middle class examination they sent up 22 candidates and 9 of them passed 16, or 72 per cent. Burhana (tahsíli) alone failed to pass any. Judged by the percentage of passed, this district is second only to Meerut in this Division.

77. *Meerut.*—"It is peculiar to this district that it has no halkabandi middle schools. Its 6 tahsíli and one pargana school were found efficient both as middle and primary schools. They sent up 25 candidates for the middle class examination and, with the exception of Mowana (tahsíli), all of them succeeded in passing one or more. They passed 19 in all, or 76 per cent., which places Meerut at the top of the list in this Division. Meerut (tahsíli) and Baraut (pargana) did best. They passed all their candidates, or 8 and 5 respectively.

78. *Bulandshahr.*—"The authorized middle schools here are 4 tahsíli and 4 pargana, but the Deputy Inspector, of his own free will, has been creating sundry others out of halkabandi schools. These I told him to shut up, unless he obtained the sanction of the district board. Two of them (Gaisupur and Sathla) sent up candidates for the middle class examination, but passed none. In all 38 candidates went up from this district and 19 passed. Bulandshahr (tahsíli) did best in passing 6 out of 8, and Siyana (pargana) worst in passing none. All the tahsíli and pargana schools were found efficient both as middle and primary.

79. *Aligarh.*—"Four halkabandi schools having been reduced to primary, this district now has 6 tahsíli, 3 pargana, and 10 halkabandi middle schools. Out of this total of 19, 15 were found efficient both as middle and primary. The exceptions were Harduaganj (pargana) and Jowar, Tauchigarh, and Chhaunda (halkabandi). The first three were inefficient as middle schools, the last as a primary school. All the middle schools with the exception of Tappal and Jalali (pargana) sent up candidates for the middle class examination. The number was 56 and 36 passed. The school which did best, and which has uniformly done well for some years past, is Daryapur (halkabandi), and the teacher, Pandit Nathu Ram, whose pay is Rs. 12, deserves promotion."

AGRA DIVISION.

80. *Agra.*—Mr. A. Thomson, Principal of the Agra College, reports as follows on the school, containing a higher, a middle, and a lower department, which is attached to the college under his superintendence:—"The number of students was as follows:—1st April, 1883, 563; 31st March, 1884, 499. I have had to make this reduction in the school department by refusing admission to new boys, as there is neitherr oom for them to sit comfortably nor are there masters to teach them efficiently. Were class-rooms available it would be easy to enrol another 200 boys in the course of two months. But in the present building we cannot well exceed 490 in the school department, *i. e.*, seven double classes of 70 pupils each. Primary education can receive little attention here, where the middle, higher, and college require all the space and strength available. The average daily attendance has been 90 per cent. of the number registered. The annual fees and fines amounted to Rs. 3,288. In the previous year the amount was Rs. 3,172. The cost for each pupil in the school was Rs. 37-4-3. In 1882-83 the rate was Rs. 40-13-8.

81. "For the entrance examination 9 passed out of 21, and for the middle class examination 16 out of 41. Mr. Statham, the head-master, retired on pension on the 1st of September and was succeeded by Mr. Zemin, who was offered a higher salary by the Committee of Doveton College, Calcutta, and to our great loss left us at the end of January. Since that time Mr. A. M. Vernon has been head-master." Mr. Quinton, the Commissioner and President of the Committee of Management, adds:—"The Committee do not regret the reduction in the number of pupils attending the school department, as the closing of the two last classes can have had only the one effect of distributing the young pupils among the other educational institutions of Agra—St. John's College, St. Peter's, &c., all admirably-worked institutions, to which the Committee wish every success. The want of accommodation for classes of more than 35 pupils is pointed out by Mr. Thomson, but cannot be remedied, except by additions to, or reconstruction of, the present buildings."

82. The examination results of the past year have not been altogether satisfactory; but, taking the school as a whole, there are signs of progress and good reasons to expect further and more rapid improvement in the course of a year or two. Much of this expected improvement, however, will depend upon the head-master, and the gentleman who now holds the head-mastership on probation has not yet been long enough in the office to prove that he thoroughly understands his reponsibilities and possesses the attainments, skill, tact, temper and energy that are essential to the satisfactory discharge of his important duties.

83. Mr. Lloyd, the Divisional Inspector, reports as follows on the ordinary secondary schools, English and vernacular, of the Agra Division:—

High Schools.

84. "From the 7 high schools of the Division—I do not include the school department of the Agra College, but do include the mission school, Mainpuri, among the number, as this latter school under grant during the year has reached the standard of a high school—65 candidates went up for the entrance examination of the year, of whom 34, or 52·3 per cent., passed, 3 only being placed in the 1st division. This is only a middling performance and not so good as that of the year previous, when with only 6 schools competing the result was 33, or a percentage of 61·1, passed out of 54 candidates.

"From the 3 Government high schools 34 candidates attended the examination, and 16, or 47 per cent., of these passed—1 in the 1st division, 9 in the 2nd division, and 6 in the 3rd division. I call this a meagre success and it has disappointed me, as it compares unfavourably with that obtained by the same 3 schools in 1882, when of 28 candidates 19, or a percentage of 67·6, were successful.

"The 4 aided high schools secured a better percentage of passed candidates than the 3 Government high schools, passing 57·8 per cent. of their candidates, or in actual numbers 18 out of 31, with 2 placed in the 1st division, 8 in the 2nd, and 8 in the 3rd.

"Comparing as well as I can the foregoing results with the total results for the province, I cannot claim more than an average success for the high schools of this Division.

"The following are separate notices of 6 of these high schools. An account of the seventh, St. Peter's College, will be given under schools for Europeans and Eurasians:—

"*Muttra High School (Government).*—This school for the past 5 years during which the present head-master, Babu Atma Ram, B.A., has been in charge of it, has shown a steady increase of pupils, the average monthly roll having risen in the time from 178 to 309. There has been an equally satisfactory increase in the annual fee-income of the school, which has risen during the period from Rs. 1,339 to Rs. 2,234. This last figure when compared with Rs. 7,138, the total cost of the school for the past year, exclusive of the money spent on scholarships and on the building, will be found to be equivalent to 31¼ per cent. of such total cost. There is no doubt of the progress and the popularity of the school, or of its future expansion, when the 4 extra class-rooms now erecting at the cost of the municipality have added the requisite space for the accommodation of more scholars. In the entrance examination of the year the school did not do as well as was expected. The whole entrance class of 11 went up, 'but one of these, the best of all' (I quote the head-master), 'who was suffering from ophthalmia, had to quit the examination after the first day and so could not pass. Of the remaining 10 only 5 were successful, 1 passing in the 2nd division and 4 in the 3rd, but none of the unsuccessful 5 failed in more than one subject. I expected 8 to pass, and so was disappointed in the result.' The result certainly does not compare well with that of 1882, when of 8 candidates who went up 7 passed, one in the 1st, 5 in the 2nd, and one in the 3rd division. But I do not attribute the falling off to any want of care in the preparation of this year's candidates. When I examined the school in the middle of March last, its higher section consisted of 37 scholars, 12 of whom were in the 1st class preparing for the next entrance examination and 25 in the 2nd class. I thought both these classes very promising classes, especially the 2nd, and was able to mark them 'good' in all their subjects. I was also well satisfied with the condition of the middle and primary classes and with the progress they had made in the new

SECONDARY SCHOOLS.

year's studies In fact, the school is surprisingly well taught throughout, considering the difficulty under which the teachers labour in having to teach their very large classes all gathered together in a single room of very inadequate dimensions. The boarding-house is now full with 46 inmates, 14 of whom draw scholarships from either the district board or the municipality, the remaining 32 being non-stipendiary. There has been little or no sickness among the boarders during the year, and the head-master reports that their conduct and their progress in study have been alike satisfactory.

85. *Hume's High School, Etáwah (Government).*—"There has been a steady increase in the roll, in the average attendance, and in the fee-receipts of the school, the roll having risen during the year from 322 to 369, the average attendance rising in the same time from 249 to 299, and the fee-receipts from Rs. 1,251 to Rs. 1,618. The general rates of fees are lower in this school than in either of the two other Government high schools of the Division—Muttra and Farukhabad. The results of the year's entrance examination were very creditable for this school, 13 candidates going up and 8 passing, one in each of the 1st and 3rd divisions and 6 in the 2nd division. One of the 8 candidates who passed is reported to have joined the Panjab University, and another is studying the F. A. course in the Agra College. The other 6 have discontinued study and are seeking employment. The higher section of the school now consists of 29 scholars, 15 forming the 1st class and 14 the 2nd class. I found both these classes in a satisfactory state when I visited the school in January last. I found, too, that a good year's work had been done in the middle and primary sections of the school, and that most of the boys then standing in the classes had well deserved the promotion which they had recently received. An extra teacher, paid from the fees, was added to the school-staff at the beginning of the year, and a second, paid from the same source, at the end of the year, to enable the head-master to deal more effectively with his rapidly growing numbers. The boarding-house, under the superintendence of Munshi Hira Lal, the 2nd master, has now 56 inmates, 19 scholarship-holders and 37 self supporters. Eighteen of these boarders come from other districts, than Etáwah. The health of the boarders has been generally good, and cricket and other games have been kept up with spirit. The resumption by the owner of a piece of ground which for some years the boarders have used as a play-ground rent-free has been a loss, but it is hoped that it may be got back again by the payment of a small rent. You paid the school a visit yourself in the cold weather, and I believe were able to agree with me that it is a well-managed and well-taught institution.

86. *Farukhabad High School (Government).*—"The average roll here has risen from 191 to 204, and the average daily attendance from 160 to 178. The actual roll at the end of the year was 207, an increase of 2 only on last year's return. The head-master endeavours to limit his roll to 200 scholars, as space and teaching-staff are both wanting for the proper instruction of a larger number than that. The receipts from fees have increased from Rs. 1,439 to Rs. 1,567 and now cover rather more than one-fourth of the total cost of the school. The entrance class of this school did rather unsatisfactorily in the university examination, only 3 candidates passing out of 11 sent up, 2 in the 2nd division and one in the 3rd division. Failures in mathematics were the chief cause of this very poor result. Five candidates failed, however, in one subject only, and the class as a whole did well in English, only 2 failing in that subject. The present higher section of the school contains 38 scholars, 22 of whom are in the 1st or entrance class and 16 in the 2nd class. You examined this 1st class in English, Persian, and Sanscrit when you visited the school on the 12th of February last, and, I am told, spoke in favourable terms of its performance. I examined the school throughout a few days afterwards and thought both the 1st and the 2nd class good classes in English and fairly satisfactory classes in other subjects. I considered the weakest point in either class to be history; but as the yearly examinations for these two classes do not come on till April, 1885, they have ample time for making good all present deficiencies, whether in history or in any other subject. I thought also that the middle and primary classes had been receiving careful and intelligent instruction, as most of those classes did well in the work (chiefly the work of the previous half-year) in which I examined them, showing that the promotions that had recently been made into them had been made judiciously. There is a painstaking set of teachers in this school, and the head-master, Pandit Baldeo Prashad, ably supervises their work. The number of boarders residing in the boarding-house is the same as last year, *viz.*, 41, of whom 18 are stipendiary and 23 non-stipendiary. They are reported as usual to have been diligent and well-behaved. His Honor the Lieutenant-Governor, when encamped at Fatehgarh, honoured the school with a visit. He held a cursory examination of the entrance class in English, inspected the other classes and the boarding quarters, and at the time of leaving the premises was pleased to express his approval of the working of the school.

87. *St. John's Collegiate School (Aided).*—"This school as a whole has somewhat declined in numbers, the roll being 507 at the beginning of the year and 488 at the end of it. The decrease has taken place entirely in the primary section of the school and is owing not to any decline in the popularity or efficiency of the primary teaching, but to the opening during the year of a new branch school, not yet under grant, in the place of the old Loha-ki-mandi branch, which was abolished about 18

months ago. The higher and middle sections of the school have both made an increase of numbers. The school had a fair share of success in the entrance examination of the year, passing 7 out of its 16 candidates, 3 in the 2nd division and 4 in the 3rd. The result for 1882 was rather better than this, when 8 candidates passed out of 16—7 in the 2nd division and 1 in the 3rd. The present higher section of the school consists of 45 pupils, of whom 26 are in the entrance class and 19 in the 2nd class. These classes had only recently been formed when you visited the school in February last, and I have not seen them since their formation. They are reported by the reverend gentleman in charge of them to be fairly advanced and promising classes.

88. *Victoria High School (Aided).*—"There has been an increase in the roll of scholars here during the year, the numbers having risen from 283 to 318. But the increase has taken place only towards the end of the year, for the average roll and daily attendance for the year have only been 296 and 247, rather lower figures than those for the year 1882-83. The instruction imparted in the school under a poorly and irregularly-paid staff of teachers is of the same passably effective character as has been maintained here for some years past, and I do not suppose that it will get much better until the finances of the school improve, of which improvement there does not appear to be any hope. The entrance class of the year, originally consisting of 9 students, I found on my examination of it to be a weak class, and eventually only 6 of the 9 were allowed to go up, with the result that 3 of the 6 failed, the other 3 passing thus: 2 in the 2nd division and one in the 3rd. This is exactly the same result in all respects as was shown by the school in the previous year, and is quite as good a performance as I expected. It is a better success in fact than the school has often obtained in the entrance examination. The higher section of the school now contains 16 students, 7 in the 1st class and 9 in the 2nd class. I have not seen these classes since their promotion to their new position, but from what I recollect of each of them in the next lower stage of instruction, they are both composed of good material. I believe you were favourably impressed with the 1st class when you visited the school in February last. At the beginning of the year the school lost the services of its head-master, Mr. Sharman, on leave to Europe. The 2nd master, Pandit Murli Dhar, who was allowed to officiate for him has kept the school in good order, and, though not a man of the same qualifications as Mr. Sharman, is doing fairly well as his substitute.

89. *Mission School, Mainpuri (Aided).*—"This school came under grant from the beginning of the year. The school has been in existence for many years, though not till the past year educating up to the matriculation standard. It had previously been preparing candidates for the middle class examinations, both anglo-vernacular and vernacular, though with no conspicuous success. Its present roll of scholars is 117, divided thus: 12 in the higher section, 44 in the middle section, and 61 in the lower section. Its average attendance for the year has been 92. Its total expenditure—exclusive of Rs 100 grant from the municipality for scholarships and Rs. 41 drawn from provincial funds for the same purpose, of another sum of Rs 38-8-0 set down in the school's return as scholarships from endowment, and of Rs. 175 spent upon the school building—amounts for the year to Rs. 4,290, of which Rs. 1,800 has been supplied by the grant-in-aid. A new head-master, the Revd W. Brown, was engaged for the school during the year to work its higher section up to proper matriculation standard, to supervise the tuition of the middle and lower sections, and to bring the school generally to better order and efficiency. In December he had worked up an entrance class of 5 youths, all of whom went up to matriculate. Four of the 5 were successful, one passing in the 2nd division and 3 in the 3rd. This I consider a very fair success for the school's first trial. Three out of the 4 successful candidates had passed their middle class examination from the Mainpuri zila school, which does not educate up to the entrance examination, and the 4th also was an old zila school boy, who left without reaching the middle school standard. These 4 boys joined the mission school as soon as they heard that the Revd. Mr. Brown intended to open an entrance class. The zila school, which teaches most successfully up to the standard of the middle class anglo-vernacular examination, will continue to supply Mr. Brown with some of the best material for the higher section of the school, and I trust that in a few years we shall see larger and more successful entrance classes going up from the mission school than we can just at first expect. My first inspection and examination of the school will not take place until next cold weather, when I hope to find it in good condition. In the meanwhile, the Revd. Mr. Brown assures me that he is pushing the tuition on in his primary and middle classes, and that his entrance class of 5 boys is a very industrious one and daily making good progress.

Middle Schools (English).

90. "We counted last year under this heading 13 schools with a total roll of 655 scholars, and this year we count 16 schools with a total roll of 839 scholars, or we have made an increase of 3 schools and 184 scholars in this class of schools. The 3 additional schools are the mission school, Mainpuri, which, not aided till this year, has not before been included in my returns, and two schools for Europeans and Eurasians, the Cantonment School, Agra, and the Canning Girls' School, which only this year have begun to carry pupils on to middle grade instruction. These 3 schools

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have brought 66 scholars to the total increase of 184, and the remainder of the increase, 118 scholars, is the net result of increases and decreases—these latter quite insignificant—made in the rolls of the 13 schools of last year. Of course it will be understood that when I speak of schools in this section I mean the middle classes of schools which may have higher classes and in every case have primary classes working in conjunction with them, for we have no such thing in this Division as a school devoted entirely to middle grade instruction.

91. "Of the 16 schools reckoned for this year as middle schools, 5 are Government schools and 11 are aided schools. The 5 Government schools and 5 also of the 11 aided schools sent up candidates for the middle class anglo-vernacular examination of the year. The remaining 6 aided schools, *viz.*, the Boys' Orphanage School of Sicundra and 5 schools for Europeans and Eurasians, not preparing boys for that examination, took no part in it. The results of the examination were as follows:—

"The 5 Government schools sent up 91 candidates, of whom 66, or 72·3 per cent., passed and gained the certificates, 31 passing in the 1st division, 34 in the 2nd division, and one in the 3rd.

The 5 aided schools sent up 53 candidates and passed 32, or 60·3 per cent., of them—6 in the 1st division, 24 in the 2nd, and 2 in the 3rd.

"Both these percentages of candidates passed are greatly superior to those shown for 1882, when only 50·8 per cent. and 37·8 per cent. of the candidates sent up from the Government and from the aided schools of the Division passed successfully. The superiority of this year's results is no doubt mainly attributable to the lowering of the number of marks to be obtained for a pass in any subject from 40 to 33 per cent., but the smallness of the proportion of candidates that this year passes in the 3rd division, as well as the improved proportion of them that passes in the 1st division, leads me to believe, or at any rate to hope, that some real improvement also was found in candidates' actual knowledge of their subjects.

92. "Some remarks are here added on such of the middle schools (English) as are not specially aided as schools for Europeans and Eurasians. Notices of these last will be found in a special section devoted to their consideration.

Muttra.—"There has been a rise in the roll of the middle section of this school from 89 to 111, and in the average roll from 83 to 103. The average daily attendance also shows an increase from 70 to 83. At my visit to the school in the cold weather I was much pleased with the condition in which I found this middle section of the school. All its three classes (III., IV. and V.,) passed a good examination and did credit to the teaching which they had received. The teachers employed in these classes are both competent and painstaking, and the only thing wanted to make their teaching more effective still is a little more space, now happily being supplied, in which to conduct it. A 3rd class of 26 boys went up for the middle class anglo-vernacular examination in December last and 24 passed, 10 in the 1st division and 14 in the 2nd—a most creditable result, showing the efficiency of the work which Chaube Puran Mal, B.A., and Munshi Shiam Lal, B.A., had spent upon the class. The present 3rd class of 27 boys preparing for the next anglo-vernacular examination is also likely to do well.

93. *Etáwah.*—"The middle section of this school has averaged 100 scholars for the year, and at the end of it showed a roll of 104, an increase of 8 scholars over last year's return. The average daily attendance in the section has risen from 76 to 87. In December last the 3rd class consisted of 21 boys, but, one of these absenting himself, only 20 went up for the anglo-vernacular examination. Considering the reduction in the percentage of marks required for a pass, the success achieved was rather a poor one for this school, as 11 only of the 20 passed in all subjects and gained the certificate, 6 of the 11 passing in the 1st division and 5 in the 2nd. The class appears to have been a weak one in English, since there were no less than 7 failures in that subject. Speaking of these failures in his report Mr. D'Mello says: 'the teacher of the class in English, Munshi Hira Lal, the 2nd master, finding the boys backward, gave them extra lessons out of school-hours, but in spite of this could make but little progress with many of them, and consequently the result of the anglo-vernacular examination has not been altogether satisfactory.' The present 3rd class of 34 boys is reported by Mr. D'Mello to be a good class on the whole, and such was my impression of it when I visited the school just after it re-assembled in January last; but I hardly suppose that so large a class will get through the next anglo-vernacular examination without some failures. The 4th and 5th classes are equally as large as the 3rd. In fact, the teachers in the middle section of the school have their hands more than full.

94. *Farukhabad.*—"The average roll in the middle section of this school has stood steadily at 76 throughout the year, and that was the roll on the 31st March last. The average daily attendance in the section has been 69 for the year. The whole 3rd class of 21 boys went up for the anglo-vernacular examination and 17 of the number passed, 8 being placed in the 1st division and 9 in the 2nd. The result is a good one and speaks well for the tuition given to the class. For the past 5 years the teachers engaged in this part of the school have been very successful in working up their boys for the anglo-vernacular examination, and now that a pass has been made easier to obtain they will probably, as this year, be more successful still.

95. *Etah.*—" The roll of this school, taking its middle and primary sections together (it has no higher section), has increased from 80 to 94 during the year, and the average daily attendance from 63 to 67. Corresponding to the improvement in the roll of scholars there has been a slight rise in the fee-receipts, which have amounted to Rs. 267 this year against Rs. 252 last year. The class for the anglo-vernacular examination consisted at the beginning of the year of 6 boys, but 2 of these left before the midsummer vacation. At the end of the vacation, however, 3 new boys joined the class from other schools, and so a class of 7 was made up. These 7 boys all went up for the examination in December and 5 of them passed, 3 being placed in the 1st division and 2 in the 2nd. The class now preparing for the next anglo-vernacular examination contains only 3 boys, but these I found, when I examined the school in March last, were well forward with their new year's work. The other two middle classes, consisting of 10 and 17 boys respectively, I found backward in their mathematical work. The upper and lower primary divisions of the school contain 24 and 40 pupils respectively, and these I thought fairly-instructed classes. The tuition of the school throughout has been improving during the last two years, but very few boys stay on to complete the whole course of the school. There are 30 inmates in the boarding-house under the care of the head-master, who gives them a good character for industry. Of the 5 boys who passed the anglo-vernacular examination 4 were boarders.

" The surveying class attached to the school, to which class however none of the zila school boys belonged, contained at the time of my visit 20 pupils, studying the use of the chain and plane-table under a teacher who is said to have worked eight years with a survey-party, and learning also kánúngo and patwári rules. During the year 5 youths passed the patwáris' examination and one youth the kánungos' examination held by the Agricultural Department. There has been talk of bringing in all the patwáris of the district to study in this surveying class. If this be done, the class will have to be held elsewhere than in the zila school building, which can barely accommodate the class as it is.

96. *Mainpuri.*—" Here, too, there is no higher section. The middle and primary sections combined show a roll of 149 at the end of this year against one of 159 at the end of last year. The slight decrease of 10 is due mainly to sickness prevailing in the town towards the close of the year, for though several boys left this school during the course of the year to join the local mission school, where entrance classes had been formed, new admissions were beginning to make up for these until the sickness (small-pox and fever) broke out. The average daily attendance and the fee-receipts have also slightly dropped, the former from 141 to 133 and the latter from Rs. 512 to Rs. 500. Twelve boys—that is the whole of the head class (class III. according to the high school classification)—went up for the anglo-vernacular examination of the year, and nine were successful, four passing in the 1st division, four in the 2nd, and one in the 3rd. The result may be considered satisfactory. The class preparing for the next anglo-vernacular examination contains 19 scholars, and I think from what I saw of it when in the next lower stage is likely to do well under the careful tuition it will receive from Babu Chura Mal, the head-master. The 4th and 5th classes, containing 26 and 19 scholars, are also promising classes, and likely in their turn to supply good material for future examinations. The upper and lower primary divisions of the school are well taught by the junior staff, and out of them respectively 30 and 48 promotions were made during the year. The boarding-house contains 17 stipendiary and 14 non-stipendiary inmates, or 31 in all—an increase of eight upon the number of last year and six more than there is complete accommodation for.

97. *St. John's Collegiate School (Aided).*—" Up to this year the anglo-vernacular examination has been a great stumbling-block to this school. It has always done poorly in that trial and for the last three years its performance has been conspicuously bad. This year, however, the reduction in the minimum of marks for a pass, and some changes of teachers, not made before they were necessary, coupled with a better supervision of work in the middle part of the school, have brought about a much improved result: 14 candidates passing the examination out of 20 sent up, and only one of them placed in the 3rd division. This I consider a very respectable success, and I hope it will prove encouraging to the reverend gentlemen who preside over the institution and to their assistant teachers, for hitherto the ill-success of the school in the anglo-vernacular examination has greatly disheartened them. The middle section of the school now contains 85 scholars, of whom 28 are in the 3rd class preparing for the next anglo-vernacular examination. Not all these will go up for the examination, for the class needs some weeding; but a good proportion of them will go up and it is hoped also a good proportion of them succeed.

98. *Victoria School (Aided).*—" The roll of the middle section in this school has increased by 12, or from 58 to 70, during the year. The result of the anglo-vernacular examination was not as good as was expected and hardly better than that of last year, when a pass was harder to obtain. Last year four passed out of eight candidates sent in; this year five passed out of 12 candidates. The teaching of English,

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though the class, originally of 15, had been marked by me at the beginning of its career as one above the average in that subject, was not successful, as half the class failed in English at the examination. In mathematics, too, there were four failures, but that was a subject in which the class from its commencement was weak. The two other classes of the middle section, the 4th and 5th, did very well at their annual examination in the school, 14 out of 22 in the former class and 17 out of 26 in the latter passing in all subjects and receiving promotion. The present 3rd class consists of 23 boys, but not more than half of these are likely to stay on till April, 1885, when the next anglo-vernacular examination takes place.

99. *Mission School, Mainpuri (Aided).*—"The few boys that have passed the anglo-vernacular examination in former years from this school have passed as private students. This year it sent up its candidates, 12 in number, as the 3rd class of an aided high school and succeeded fairly well, I may say, in passing five of them, two in the 1st division, two in the 2nd, and one in the 3rd. The present middle section of the school, containing three classes, has the following distributions of scholars: 12 in the 3rd class, 19 in the 4th class, and 13 in the 5th class. The course of studies in these classes is assimilated as nearly as it can be without the employment of actually the same text-books to the course current in the corresponding three classes of a Government high school, and the teachers employed to teach the course are not without experience of the work. Carefully supervised and directed by the new head-master, they should have little difficulty in bringing the middle section of the school to an improved standard of instruction; but if they wish to secure for it a steadier success in the annual examination, they should teach Euclid, arithmetic, and geography through the medium of the vernacular, as the teachers in Government schools now do.

100. *Fatehgarh Committee's School (Aided).*—"The roll of this school, taking its middle and primary sections together, has increased by 20 during the year and now stands at 163. The average daily attendance has also made an advance, being 122 for this year against 116 for last year. The actual distribution of the roll on the 31st March last was 51 in the middle section, 42 in the upper primary, and 70 in the lower primary section. I visited the school in the middle of February and examined all the classes. I found them generally well-formed and evenly instructed, and, though obliged to notice deficiencies in arithmetic and geography in classes III. and IV., was able to record otherwise favourable remarks upon the tuition and management of the school. The three boys who went up from the school to the anglo-vernacular examination of December last all passed, one in the 1st division and two in the 2nd. The class now preparing for the next anglo-vernacular examination has seven boys in it. It did well before me when I examined it, as it appears also to have done before you when you examined it a week or so earlier, for I found an entry in the school-book to the effect that the head class of the school had afforded you satisfaction by the readiness and accuracy of their answering.

101. *Mufid-i-Am School, Agra (Aided).*—"This school continues to improve both in numbers and in instruction. On the 31st of March last year the school was divided into a middle section containing 52 boys, an upper primary section containing 74 boys, a lower primary section containing 99 boys, and a beginners' section containing 106 boys, or in all 331 scholars. On the 31st of March this year the division was: middle section 72 boys, upper primary section 111 boys, lower primary section 116 boys, and beginners' section 126 boys, or in all 425 scholars. There has been a good increase therefore in all the sections and a total increase of 94 scholars. An improvement in daily attendance has also taken place, this statistic having risen during the year from 85 per cent. to 90 per cent. of the average roll. The popularity of the present head-master, Pandit Kedar Nath, now three years in charge, the ability with which he manages the school and the success of his pupils at the two last anglo-vernacular examinations, are no doubt the causes of the increase in numbers and attendance. He is both a good teacher himself and an able director of other people's teaching. At my examination of the school at the beginning of the year I was well satisfied with the improved condition of the school as regards instruction, and now at the end of it I am able to record still further improvement in that respect. Last year 11 and 23 boys passed the upper and the lower primary examinations respectively; this year 24 and 33 boys passed by the same standards: and throughout the classes more than half the boys have received promotion, and some of them promotion of two classes. Both last year and this year the head-master, owing to the imperfect instruction which had long prevailed in the school, was unable to select more than a few boys to form a head class and to undergo preparation for the anglo-vernacular examination. In 1882 his head class consisted of seven boys, and six of these went up for the examination of that year and five came out successful. In 1883 his head class again consisted of seven boys, all of whom sat for the examination of December last, the result being that five of the seven passed, four in the 2nd division and one in the 3rd. Of the two boys who failed, one failed in English only and the other in mathematics only, so that the class as a whole went up very well prepared. The head class now training for the next anglo-vernacular examination consists of 21 boys; but as seven of these are boys newly admitted to the school and only experimentally in the head class, it is probable

that the class will undergo some reduction in number before its examination actually comes on. The Government grant to the school is Rs. 140 a month, the municipality gives it a grant of Rs. 110, and fees and subscriptions (averaging together this year Rs. 61 a month) form the rest of the income. The better order to which the school has been brought in the last three years by the present head-master and the improvement which he has effected in the instruction make me say that both the Government and the municipal grants have been well deserved.

102. *Sikandra Orphanage Boys' School (Aided).*—"The annual return of this institution shows on the 31st of March last 176 inmates, Native Christians, and three day scholars, one Hindu and two Muhammadans, the distribution for instruction being 27 in the middle section, 40 in the upper primary section, and 112 in the lower primary section. An outbreak of cholera occurred in the institution in August last, which greatly interfered with the school's progress in study and altogether prevented me from holding the examination of the school that I had intended for that month, with a view to passing some of the boys of the middle section in the course of studies pursued in that section, and others from the primary sections by the standards of the upper and lower primary examinations. Promotions, however, were made in January, when I was away from Agra, on examinations held by the reverend superintendent of the institution and the head-master; 11 boys passing in the middle section by a standard equivalent to the 4th class standard of St. John's collegiate school, 12 boys passing by the upper primary standard and receiving promotion to the middle section, and 20 passing by the lower primary standard and receiving promotion to the upper primary section. I hope that the current year may pass over without any such calamity happening to the institution as fell upon it last year, and that school-work and industrial work, the latter of which several of the elder boys combine with the former, may both be carried on without interruption. Given a healthy year, the careful attention which all those engaged in the institution devote to their several charges is a guarantee that satisfactory progress will be made.

Middle Schools, Vernacular.

103. "At the close of last year we had 34 tahsíli schools, 11 pargana schools, 2 branch zila schools, 24 halkabandi schools, and one municipal free school, or 72 schools in all, ranking as middle grade vernacular schools, that is, as schools educating up to the standard of the middle class vernacular examination, and the middle classes of these schools (classes I. and II. according to our departmental classification) contained a total roll of 621 scholars, 330 in the 1st class and 291 in the 2nd. At the close of the year under review we have one additional tahsíli school, the Brindaban school of the Muttra district, and one additional halkabandi school, that of Orain in the Mainpuri district, or in all 74 such middle grade vernacular schools, with a total roll in their middle classes of 788 scholars, 396 in the 1st class and 392 in the 2nd class. It is seen therefore that for an increase of two schools under this head we have made during the year an increase of 66 pupils in the 1st class and of 101 pupils in the 2nd class, or a total increase of 167 pupils.

104. "Out of the 74 middle vernacular schools now existing 66 were represented in the vernacular examination of the year, the number of candidates going up from them being 254. There was one more candidate besides these, a boy who had been studying for the examination in a small practising class which I have at the normal school in Agra. Two candidates who began the examination at Etáwah were detected in dishonest tricks and were expelled the examination-room. Thus 253 was the number of examinees that actually sat through the examination from schools under departmental or other public management. Of this number 169, or 66·3 per cent., were successful, 95 passing in the 1st division, 69 in the 2nd, and 5 in the 3rd; or I may put the result another way and say that of 1,012 possible passes the 253 candidates scored between them 905, or 89½ per cent., while of 1,012 possible failures they made only 107, or 10½ per cent. This result is a very good one and for the twelfth time running places the Agra Division at the head of all the Divisions of the province. As far as figures go it is a vastly superior result to that shown for this Division in 1882, when of 265 candidates examined only 66, or 24·9 per cent., passed, 6 in the 1st division, 26 in the 2nd, and 34 in the 3rd, with passes scored and failures made amounting to 52·6 per cent. and 47·4 per cent. respectively of the possible number; but as regards instruction and quality of the candidates no fair inference can be drawn from a comparison of the two years, as the candidates of this year had to make 7 per cent. less marks for a pass than those of last year.

"In addition to the 253 departmental candidates, 39 others which I may call non-departmental appeared for this year's examination, two from the aided mission school, Mainpuri, and 37 private candidates, with the result that one boy from the mission school passed, and 9 of the private candidates. These private candidates are for the most part boys who attempt the examination without having gone through any course of middle grade instruction; no wonder, therefore, that so many of them fail.

"Looking at the relative performances of the different districts of the Division, I find that the district of Etah easily takes the first place among them, passing 49 out of its 53 candidates, with the unusually good proportion of 38 in the 1st division;

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a large part of this success being due to the excellent preparation of the candidates from the four tahsíli schools of the district, Kasganj, Etah Khas, Aliganj, and Jalesar, which, contributing respectively 16, 11, 7, and 4 candidates, passed respectively 15, 9, 6, and 4 of them—no less than 29 of these 34 passed boys being placed in the 1st division and the remaining 5 in the 2nd. Next to Etah in order of success stands Muttra, with 17 passed in the 1st division and 11 in the 2nd, or 28 passed in all out of 41 candidates, the school most distinguishing itself being the vernacular branch of the zila school, which passed seven out of nine candidates, six of them in the 1st division and three of these six standing at the head of the whole body of competitors, some 1,700 in number. Following Muttra come Agra and Etawáh differing but little in success: the former district passing 28 candidates out of 48, with 15 in the 1st division: the latter passing 30 candidates out of 53, with 10 in the 1st division. Then comes the Farukhabad district with a good percentage (61·7) of passed candidates, but with a result in actual number passed, 21 out of 34 candidates (11 in the 1st division), somewhat inferior to the results shown for the districts before mentioned. And last comes the district of Mainpuri, which passes only 13 candidates, out of 24 with four in the 1st division; five rather weak halkabandi schools, still retained by the local board on the middle schools' list, spoiling the district result by passing only two candidates between them out of nine sent up. Altogether the middle vernacular schools of the Division have stood the test of the public examination to which they were subjected very well, indeed. At my own inspections, too, they have generally acquitted themselves well this year, and have shown in many ways, especially in the better preparation of the classes which come up for the upper and for the lower primary examinations, signs of improved and improving efficiency. The 1st and 2nd classes, those which constitute their middle departments, do not yet fill as well as could be desired: that, however, is not the fault of the teachers or of the teaching, but is due rather to the feeling that for most boys primary education is enough and that the two or three years required for the completion of the course of middle instruction are better spent in helping in a shop or learning a business.

105. "Some remarks upon the middle vernacular schools of each district here follow:—

Muttra—"In this district the number of vernacular schools with middle departments is 12, *viz.*, seven tahsíli schools, one pargana school, one vernacular branch of the zila school, and three halkabandi schools, and these 12 schools mustered at the close of the year a collective roll of 99 scholars, an increase of 23 upon the roll of the previous year. Eleven of these 12 schools were represented, though only four of them were represented by more than three candidates, at the middle class vernacular examination; the unrepresented school being the tahsíli school of Brindraban, which has only recently been able to form a middle department. The schools that did best in the examination are the branch school, the pargana school of Raya, and the two tahsíli schools of Sadabad and Mahaban, which passed 7, 6, 3, and 3 boys respectively. These four schools are really very good schools and at inspections always show satisfactory work both in their middle and in their primary departments. The tahsíli schools of Chhata and Farah and the halkabandi school of Aurangabad show the next best results, each passing two candidates, all that they sent in. The teaching in these three schools is also very fairly efficient, but their middle classes are always very small: a few boys who receive promotion into their middle departments attend therein with sufficient regularity for the teachers to keep them on the registers. The tahsíli schools of Kosi and Aring and the halkabandi school of Shergarh passed one candidate each, and the halkabandi school of Gokul made a failure, passing none of its three candidates. The Aring school has seldom passed more than a single candidate, as the old teacher engaged in it (now resigned), though a very fair teacher of primary classes, was hardly qualified for middle school work; but the Kosi and Shergarh schools are presided over by competent men, who work well with their pupils, and I am astonished that their success has been so poor this year. The failure of the three boys from the Gokul school has disappointed everybody—the boys themselves, their teacher, the Deputy Inspector, and myself—as they were considered very well-prepared boys. They had been two full years in the middle school course, they had passed a good examination before me on entering the 1st class, and they had done well throughout the year at the Deputy Inspector's inspections, otherwise they would not have been allowed to go in. They will have to try again and determine to do better, for I know that they are very anxious to get the certificate.

106. *Agra.*—"There are no halkabandi schools of this district allowed by the board to rank as middle schools. The 12 schools so ranked are eight tahsíli schools and four pargana schools, and these showed at the end of the year under report a collective roll of 87 scholars (one less than the roll at the end of last year) thus divided: 48 in the 1st class and 39 in the 2nd class. From all these 12 schools candidates appeared at the vernacular examination, and the only school among them that did not pass one or more candidates was the pargana school of Semra, from which school the three candidates that went up all failed. This Semra school does not usually do so badly as this, but throughout the year the teaching in the school has not been reported upon very favourably. The Iradatnagar school sent in one boy who passed,

but I was not altogether satisfied with the state of the school at inspection, as in neither its middle nor its primary section had the full course of instruction been completed, and even in such parts of it as had been completed few boys passed well. The Achnera and Jagner schools each sent in two candidates and each passed one of them. The Achnera school has not till this year been able to form a class for the vernacular examination. It has now taken a step forward, and at my inspection this year showed fairly satisfactory results in all its classes, a thing which I was not able to say of it in either 1881 or 1882. The Jagner school has not often passed more than a single boy, but it has for years been much neglected by its former teachers now discharged, and the new teacher appointed has not yet had time to bring the instruction to a satisfactory state. The Firozabad and Tajganj schools, sending in five candidates, each passed two and one respectively. These are poor results for these two schools, but they are accounted for by the fact that both schools had lost very competent teachers during the year, and there was difficulty in finding men equally qualified and experienced to succeed to the vacancies. I noticed at my inspection, too, some falling off in the primary instruction of both schools, and this I attribute to the same cause. The Pinahat school passed two boys out of four sent up, not its average success, but the school is well instructed throughout, and its primary classes did particularly well before me this year. The Fatehabad school sent up 5 candidates and, like Pináhat, passed two. It did fairly well at my inspection this year, but not so well as I have known it to do in former years. The Fatehpur-Sikri school passed all the four boys who went up from it, but its primary department did rather unsatisfactorily when inspected in February last. Several boys from this primary department attend for two hours daily the English classes attached to the school, and this somewhat retards their progress in vernacular work. The Etmadpur school passed 5 out of 6 candidates, 4 in the 1st division and 1 in the 2nd; the Kagarol school passed all its 4 candidates sent in, and all 4 in the 1st division; and the Bah school passed 4 out of 5 candidates—1 in the 1st division and 3 in the 2nd. These three schools may be said, therefore, to have taken a good position in the middle class vernacular examination, and I consider it still further to their credit that in primary instruction also they have been marked this year, both by myself and the Deputy Inspector, as schools showing higher satisfactory work.

107. *Etáwah.*—"The Hindi branch of the zila school with 14 scholars, the 5 tahsili schools of the district with 49 scholars, and 7 halkabandi schools with 60 scholars, are the schools ranked as middle vernacular schools in Etáwah, or in all 13 schools with 123 scholars, these 123 scholars being distributed between the 1st and 2nd classes thus: 57 in the 1st class and 66 in the 2nd class. These same 13 schools had last year 64 scholars in the 1st class and 43 in the 2nd class, or 107 scholars in all. There is shown, therefore, a decrease of 7 scholars in the 1st class, but an increase of 23 scholars in the 2nd. The Kintra halkabandi school, which used to compete successfully in the vernacular examination, was not represented therein either this year of report or in 1882, nor has it a class to compete in the current year, but only a 2nd class of 6 boys recently promoted. The teacher at Kintra is quite competent to train these boys for the vernacular examination, but it is doubtful whether any of them will stay long enough to give him a chance of passing them through it. The other 12 schools all sent up one or more candidates to the vernacular examination of December last, and all except the tahsili school of Phaphund, which sent in one boy who failed, were credited with some amount of success in the result, which, though not the best this year for either the Division or the province as it usually has been, was still a very fair one—30 boys, as has been before said, passing out of 53 candidates. The tahsili school of Bela, the halkabandi school of Bakewar, and the branch of the zila school earned the largest share of success. They each sent in 7 candidates and passed 5, 5, and 4 respectively; 8 of these 14 passed candidates obtaining places in the 1st division, *viz.*, 3 from the Bela school, 3 from the Bakewar school, and 2 from the branch school. Two other boys of the district were also placed in the 1st division, one from the Ajitmal school, which passed 3 candidates in all out of 4, and another from the Jaswantnagar school, which passed 2 out of 3 candidates. The Lakhna school passed 3 out of 5 candidates, all 3 in the 2nd division—only a moderate performance for this school and one which it has often surpassed; but its former successes were due to another teacher than the one who now has it in charge. The Harchandpur and Sindos schools did passably, the former school passing 2 out of 3, the latter 2 out of 5 candidates. The Iknor school I consider to have done badly in passing only 2 candidates out of the 10 sent up—a result due to too rapid promotions made a year and more ago. The Auraiya and Ikdil schools just avoided absolute failure by passing one candidate each. These middle schools as a body are, I believe, considered to have behaved disappointingly in not passing more boys in the vernacular examination and so retaining for the district the first place in the results, especially in a year when the examination had been made easier. But I did not detect at my inspection of the schools any real deterioration in the quality of their instruction, either middle or primary, which in all of them I was able to mark as either good or satisfactory, and a similar verdict has been passed upon them by the Deputy Inspector throughout the year.

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108. *Mainpuri.*—"There are 26 more boys in the 1st and 2nd classes of the 11 middle vernacular schools (5 tahsili and 6 halkabandi) of this district than the same classes showed last year, the aggregate roll this year being 73 against 47 last. Two of the 11 schools, the tahsili school of Kuraoli and the halkabandi school of Sultanganj, having no first class (which is also the case with them for the now current year), sent in no candidates to the vernacular examination last December. The other nine schools sent in all the 1st class boys that they had, few enough in all cases except that of the tahsili school at the sadar, which sent up six boys and passed five of them, two in the 1st division and three in the 2nd. The three other tahsili schools that took part in the examination—Karhal, Shikohabad, and Bhongaon—sent in each three candidates and passed respectively 3, 1, and 2, one of the three from Karhal and one also of the three from Bhongaon getting a place in the 1st division. The halkabandi schools of Orain and Sarhupur sent in three and two candidates and passed one each in the 2nd division. The three other halkabandi schools—Ilahabad, Jasrana, and Khairagar—sent in four candidates between them who all failed. As a body these middle schools have not done better in this year's vernacular examination than they did in the harder examination of 1882, but in their primary department they still maintain the efficient instruction for which I praised them last year.

109. *Etah.*—"The middle vernacular schools in this district are 14 in number, *viz.*, the 4 tahsili schools with 171 scholars, 3 pargana schools with 37 scholars, 6 halkabandi schools with 48 scholars, and one municipal free school at Soron with 6 scholars. It is seen, therefore, that the 14 schools contain a collective roll of 262 scholars, and these are divided between the 1st and the 2nd classes thus: 143 in the 1st class and 119 in the 2nd class. Last year these same 14 schools had 84 scholars in the 1st class and 90 in the 2nd, or an aggregate roll of 174. There has been an increase therefore of 59 boys in the 1st class and of 29 boys in the 2nd class, or a total increase of 88 in the number of boys in the district receiving vernacular instruction of the middle grade. By far the largest part of this increase has taken place in the 4 tahsili schools, Kasganj, Etah Khas, Aliganj and Jalesar, 4 excellent schools, in which the class-teaching is both sound and systematic and altogether of a superior kind, as is proved by the number of boys who at my own and the Deputy Inspector's inspections are found fit for promotion from one class to another. Three of the 14 middle schools, *viz.*, the halkabandi schools of Awa and Jaithra and the municipal school at Soron, having no 1st class in December last that had completed the prescribed course, were necessarily without representatives in the vernacular examination of the year. The remaining 11 schools sent up 53 candidates between them, and only 4 of these candidates failed to pass, each of the 4 failing in one subject only, *viz.*, 3 in language and 1 in history and geography. One of the failures came from the Kasganj school, 2 from Etah Khas, and one from Aliganj, the three schools that, as already stated, sent up as well-prepared a group of students as any in the province. All the other competing schools passed all their candidates. The Sakit pargana school passed all its 4 candidates, the Sahawar halkabandi school passed all its 3 candidates, all 3 in the 1st division. The Badaria halkabandi school passed all its 3 candidates, 2 in the 1st division and 1 in the 2nd. The Mahrera pargana school and the halkabandi schools of Patiali and Rijor passed each the one candidate by whom each was represented. The success achieved in the vernacular examination is no doubt very creditable and the district board are very much gratified at it. I am still more gratified at being able to report that at the annual inspection all these schools showed efficient tuition and satisfactory performance in their upper and lower primary departments—departments which in middle schools are sometimes little cared for and are left without any help or supervision from head teachers, these devoting the whole of their time to their middle classes, and the preparation from year to year of a few boys to do them credit in the vernacular examination.

110. *Farukhabad.*—"The same 12 schools as were ranked as middle vernacular schools last year are so ranked this year. Of these 12 six are tahsili schools, 3 are pargana schools and 3 are halkabandi schools. The combined roll of these 12 schools on the 31st March last was 144 scholars (an increase of 15 for the year), of whom 69 stood in the 1st class and 75 in the 2nd. One of the 3 halkabandi schools, that of Kampil, was not represented in the vernacular examination, there being no 1st class there at the time. The other 11 schools were all represented, but no schools particularly distinguished itself, though the general result for the district (21 passed out of 34) was a pretty fair one. The pargana school of Kanauj passed 5 out of 7 candidates, the tahsili schools of Sarai Miran and Kaimganj passed each 3 candidates (all that they sent in), and the tahsili schools of Farukhabad and Chabramau each passed 3 out of 4 candidates. These were the best results shown for the district. The tahsili school of Tirwa passed 2 candidates and the schools of Thathia, Shamsabad, and Barhpur passed one each. The pargana school of Talgram and the halkabandi school of Akbarpur—the former sending in 3 candidates, the latter 5—passed none. As tested by the results of the vernacular examinations, I do not think that the middle grade instruction of these schools has much improved of late years, though some of them have often done better than they have this year, and some of course worse; but as tested by my inspections of the schools in the last three years, I cannot fairly find much

fault with the middle school work. Certainly these schools do generally better before me, whose examinations are in great part *vivâ voce*, than they do when they undergo a written examination. Their primary instruction has without doubt improved and is improving Last year I had to condemn the primary teaching in the Shamsabad, Barhpur, Akbarpur, and Kampil schools. This year the only school of the 12 that now have middle departments against which I have recorded 'primary teaching unsatisfactory' is the Akbarpur school. In all the others I have marked it 'good' or 'fair'. At one time in my remembrance this Akbarpur school was one of the best primary schools in my Division, but there have been changes of teachers in it since then, and in the last two years it has fallen off sadly. I question whether it should be retained on the list of middle schools."

ROHILKHAND DIVISION.

111. *Bareilly.*—The Bareilly school, under the management of Mr. E. A. Phillips, continues to show very satisfactory results. "The number on the rolls has risen during the past year from 195 to 242, and the average daily attendance from 175 to 200. In the lower school the number on the rolls has decreased from 200 to 172, the numbers having been kept down by special orders, as the staff was too weak for the efficient teaching of a larger number, and no increase of establishment could be allowed. From the numerous applications for admission that were refused it seems quite possible with a stronger staff to maintain a steady roll of 250.

112. "Out of 22 candidates for the entrance examination of the university 14 passed, 4 in the 1st division, 7 in the 2nd, and 3 in the 3rd. The outturn of our 2nd class was disappointing, only 18, or half the number of students, having passed the local examination with a percentage of 45 marks and been promoted to the entrance class. In the 3rd or middle class, out of 30 sent up for the departmental examination 20 passed, four of them high enough to secure Government scholarships. In the 4th class 50 boys were examined, and the large proportion of 44 promoted with the very fair percentage of 44·5 marks. In the 5th class, out of 73 examined 48 passed.

113. "Our boarding-house is as full as it will hold, the numbers being 112 against 110 last year. The boarders are still as a rule the best students in the classes. Three Government wards have been sent to us this year by the Collector of Bijnor."

114. The following remarks, on the ordinary secondary schools of the Division are taken from the report of the Inspector, Munshi Durga Parshad, who was transferred from Oudh to Rohilkhand in November:—

High Schools.

115. "The numbers enrolled in both the high schools, Moradabad and Shâhjahânpur, that are under my control in this Division have increased from 42 to 56 during the year under review.

"The results of the last entrance examination also are not discouraging, as 12 pupils passed out of 18 sent up, against 14 out of 16 in the previous year, the Moradabad high school having attained better success than the other.

116. "The following is a detailed account of each of the above two schools:—

(1) *High School, Moradabad.*—"The numbers enrolled in the high section have increased from 30 on the 31st March, 1883, to 39 at the expiry of the last official year, and both the classes of that section are well proportioned, there being 19 and 20 students in the 1st and 2nd classes respectively. I examined them in February last and was satisfied with their reading, explanation and dictation, but they did not show much intelligence in solving a problem in algebra. The head-master is also of opinion that the boys are poor in mathematics owing to defective training in the lower classes. On the 18th October last His Honor the Lieutenant-Governor, North-Western Provinces and Oudh, honoured the school with a visit, and earlier in the day the Director and Inspector also inspected the institution. 'His Honor,' says the head-master, 'heard some of the boys in the 1st and 3rd classes of the last year read and answer a few simple questions in their English text-books and appeared pleased with the results. The Director, I am sorry to say, did not appear to be so well pleased with his examination of the entrance class above alluded to, as the test was more searching than that of His Honor, and the boys certainly seemed to do their best to impress the Director unfavourably with their attainments.' This very class, however, did fairly well at the last examination of the Calcutta University, as out of 13 boys registered on the 31st March, 1883, one passed the entrance examination of the Panjâb University, while the remaining 12 went up in November last for matriculation at the Calcutta University, and out of them nine passed, one of whom was placed in the 1st division and eight in the 2nd. These results yield a high percentage of success and are highly creditable to the head-master and his assistants. Out of 16 boys in the 2nd class in December last only four passed in all subjects at the annual examination held by the head-master, the failures being chiefly in mathematics. The present 2nd class contains 20 boys as already stated, 10 of whom are from the institution under notice, seven from Bijnor and three from the local mission school. These boys are expected to do better and will, I hope, do credit to themselves and their teachers at the end of the session, which is longer than usual by upwards of four months. The boarding-house has 40 inmates, 18 of whom are Hindus and 22 Muhammadans. Of these 40 only five are stipendiaries and 35 self-supporters. Notwith-

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standing the monthly charge of eight annas on account of rent for each boarder, the institution is growing daily in popularity. The present building, however, cannot accommodate more than 29, and 11 boys are therefore compelled to be lodged in a temporary building that was originally constructed for cook-houses and stables. A greater influx of boarders is expected if suitable additional accommodation is provided. Sanction, I hear, has already been obtained to erect another building for the purpose, and the work will, I hope, be taken in hand before the rains set in.

117. (2) *High school, Sháhjahánpur.*—"The number of pupils registered in the high section of this institution at the close of the last official year is 17 against 13 at the end of the preceding year. Out of the latter number (13), 5 formed the late 1st class and eight the 2nd. All the students in the former were sent up for the last examination of the Calcutta University, but only two passed in the 2nd division, while the others were plucked each in one subject only, *viz.*, Sanskrit, mathematics, and history. It is to be regretted that the boy who failed in Sanskrit was expected by the head-master to win a high place in the list of passed students.

"The present 1st and 2nd classes consist of 6 and 11 boys respectively. I examined both these classes about the end of March last, and was glad to notice that 4 boys of the 1st class and 5 of the 2nd acquitted themselves fairly well both in literature and mathematics. On the whole both these classes seem to be promising. Mr. Williams says that the 2nd is entirely composed of the students that passed the last middle class examination from this school. I was sorry, however, to hear at Sháhjahánpur that 3 boys from the 2nd class of this school left the institution for the high school, Hardoi, as they did not expect class promotions in the former. In the boarding-house attached to this school there are 21 inmates, 12 of whom are scholarship-holders and 9 self-supporters The head-master has started a cricket club on a small scale, but has not yet succeeded in securing a suitable play-ground, though Mr. Whish, secretary to the district board, kindly took a lively interest in the matter.

Middle English schools.

118. *Anglo-Vernacular Middle Class Examination.*—"The success achieved at the test during the year under report is creditable in this Division to all concerned and compares favourably with the results of that examination held during the preceding year, as 59 students passed the ordeal in question out of 87 that were sent up. In the previous year there were in all 84 examinees, of whom only 31 were successful. Accordingly the percentages of passed students to the number present at the examinations are 36 and 67 respectively for the last two years. During the year under report the four Government schools, *viz*, Bijnor, Moradabad, Budaun, and Sháhjahánpur, sent up 51 pupils and passed 42, or 82 per cent. In the previous year these schools furnished only 44 and passed only 26, or 59 per cent. The municipal school, Pilibhít, entered in the printed results under private schools, but included in the list of Government schools in the annual returns for this Division, sent up three and passed all in the 1st division. In the previous year this school sent up four, but none passed. The three aided anglo-vernacular mission schools, Moradabad, Budaun, and Sháhjahánpur, sent up 9 candidates, and passed 5, or 55 per cent. In the preceding year they sent up 17, passing 3, or 18 per cent. Private schools furnished 24 students and candidates and passed 9, or 37 per cent., while in the previous year they sent up 23, passing only 2, or 9 per cent. As in the preceding year, the Bijnor zila school again stands first with a percentage of 100 amongst the Government schools of this Division with respect to the results of the examination under notice, and occupies the first place in the general list. The zila school, Budaun, comes next with a percentage of 100, while the percentages of passed students to those sent up are 82·35 and 58·84 respectively in the Government high schools, Sháhjahánpur and Moradabad. These results are highly creditable to all concerned.

Government Middle English schools.

119. "The total number enrolled in the 3rd, 4th, and 5th classes of the four zila schools above alluded to has risen during the year under review from 230 to 288 and the increase of 58 scholars is composed of that of 38, 7, and 13 boys respectively in the Moradabad, Sháhjahánpur, and Budaun schools. Bijnor shows no increase in the numbers registered in its middle department, in which the number enrolled was 44 on the 31st March, 1884, or on the same date of 1883. I give below a detail of each school:—

120. *Moradabad.*—"The numbers enrolled at the end of the last two years, 1882-83 and 1883-84, are 83 and 121 respectively, which show that a marked improvement has taken place in the popularity of the school. There being 16 boys in the 3rd class at the time the names were sent up for the anglo-vernacular middle class examination, 14 were selected to undergo that test, but one of these nominees left the school early in November last, and accordingly 13 appeared for the ordeal. Its result, however, was not very bright, but fair and nearly as good as that in the previous year, *viz.*, 7 passed, 3 in the 1st division and 4 in the 2nd; there being 6 failures, 5 in mathematics and 1 in Persian. It is rather unfortunate that Munshi Bhagwan Das, B.A., has not met with his usual success with regard to the tuition of mathematics, but he has been eminently successful in the teaching of the other two subjects, as there was not a single failure in English nor one in science. The 4th class has acquitted itself creditably, as 17 received promotions from it out

of 22 on its rolls. In the 5th class 31 were promoted out of 52 boys registered. The present 3rd, 4th, and 5th classes consist of 24, 42, and 50 boys respectively, some of whom are promising lads and are expected to do credit to themselves. I examined these classes about the end of February last and out of 22 and 36 boys present respectively in the 3rd and 4th classes I passed 10 in the former and 17 in the latter in algebra and arithmetic, in which they undoubtedly want considerable exercise to enable them to work out their sums by short and concise methods. The 5th class, being too large for one master to teach, is split into two sections, A. and B., in which 23 and 24 lads were respectively present at the time I examined them. In section A. I noticed that geography was not taught with reference to maps, and the teacher was seriously warned. In section B. only 11 boys passed in English dictation, in which they evidently required much practice.

121. *High School, Sháhjahánpur.*—"The aggregate number enrolled in the middle department of this school on the 31st March last was 56 against 51 on the same date in the previous year. At the time of the annual examinations there were 17 boys in the 3rd class, all of whom appeared for the anglo-vernacular middle class test and 14 passed, 6 having been placed in the 1st division and the rest in the 2nd. The 4th and 5th classes acquitted themselves very fairly, 11 out of 15 having received class promotions from the former and 19 out of 25 from the latter. The present middle department consists of 16 boys in the 3rd, 21 in the 4th, and the same number (21) in the 5th. I examined these classes at the end of March last and was on the whole satisfied with the result, arithmetic being the weakest point, in which only seven passed out of 14 present in the 3rd class.

122. *Budaun.*—"The roll shows an increase of 13 pupils, the numbers registered at the close of the last official year being 65 against 52 at the end of the preceding year. From the late 3rd class 10 boys appeared at the last middle class anglo-vernacular examination, but one of these, having been caught using unfair means, was turned out; the remaining 9, however, passed creditably, 2 of whom were placed in the 1st division and 7 in the 2nd, one of the former having obtained marks high enough to enable him to stand amongst the first 40 students in the general list and win a Government scholarship worth Rs. 4 a month. Of the 9 successful students, 4 have joined the Bareilly high school and 5 have left in search for employments. The head-master says that the two lads that have passed the above test from the mission school, Budaun, were old students of the zila school, who had left that institution from the 3rd class in 1882, under the circumstances mentioned in the last report. Out of 13 students in the 4th class and out of 36 in the 5th 5 and 16 lads respectively passed the annual examination held by the head-master, but the best 7 and 18 received promotions to the higher classes. These results are not very satisfactory, and the students having been found generally deficient in grammar, translation, and dictation, 'the teachers, says the head-master, 'have been seriously warned to pay proper attention to these subjects.'

"The present middle section consists of 11 boys in the 3rd class, 22 in the 4th, and 32 in the 5th. I examined them on the 18th March, 1884, and found that some 6 students in the 3rd, 9 in the 4th, and some 28 in the 5th acquitted themselves well in most of the branches of their study; and when it is borne in mind that these classes had been at work for 2½ months only when I examined them, the above results cannot be pronounced unsatisfactory. The boarding-house contains 20 inmates, 11 of whom are stipendiaries and 9 self-supporters. Three rooms, furnishing accommodation to 9 students, have been added during the year under report, but the building is not yet complete. It is kept up in a neat and tidy state and the boarders seem to take a pleasure in attending to their gymnastic exercises, which are no doubt conducive to their health.

123. *Bijnor.*—"The middle section of this school contains 44 boys, exactly as many as at the end of the preceding year. Out of 13 pupils in the late 3rd class 12 were sent up, excluding one who could not appear, in consequence of his illness, for the last middle class anglo-vernacular examination, and all passed in the 1st division, 8 of whom stood as high in the general list as to be eligible to Government scholarships. Referring to the abstract statement of the comparative results received from your office, it is indeed gratifying to notice that the Bijnor zila school has done the best of all the schools and colleges in the United Provinces as regards the success achieved at the middle class anglo-vernacular examination held last December. These results are indeed very bright and highly creditable to the head-master and his assistants. Of the successful students, 9 have gone to the high schools, Bareilly and Moradabad, to continue their studies there, while 3 have left the school in search for employment. The 4th and 5th classes also did very well at the annual examination held by the head-master, and all the boys in them without a single exception received class promotions. I examined this school on the 11th of February last and found the middle section attended as follows:—

Classes.	III.	IV.	V.	Total.
Enrolled	8	15	22	45
Present	7	13	16	36

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The students that I passed from the above classes in consideration of the importance of the subjects I examined them in are noted below : —

	III.	IV.	V.	Total.
Passed	4	8	13	25

The boarding-house attached to this school, consisting of 7 large rooms, 5 small ones, and a tiled structure, is a nice building and affords sufficient accommodation for the 30 inmates at present lodged in it; but more is urgently needed for other students who cannot now be lodged in the house for want of room in it. I am glad, however, to hear that measures have at last been taken to add two more small rooms during the current year. The edifice is well supplied with the requisite apparatus for cricket and lawn-tennis, and the boys look interested in those games. With the exception of two scholarship-holders, the boarders pay a rental charge of 8 annas each per mensem and still the institution is popular.

124. *Municipal Anglo-Vernacular School, Pilibhít.*—" This is a middle class anglo-vernacular school under the direct management of the district board, and this is the first time that it has passed 3 of its students at the middle class anglo-vernacular examination held in December last. In the previous year it sent up 4 candidates for that test, but they all failed ; 3 of these continued to work hard and all passed the last examination in the 1st division. Mr. Graves inspected this school on the 17th November last and formed a favourable opinion of the progress made by the above students. There was a 2nd division in this class of 5 boys to be prepared for the test next to come after the last. The 4th class, however, was considered a very poor one consisting of only 3 boys very deficient in writing and spelling and not bright in arithmetic. The staff of teachers in this institution is too weak for a middle school, but I am glad to notice that the district board are already aware of this drawback, and have, at their request to me, been supplied with a detail of the establishments, existing at the Government middle anglo-vernacular schools, Budaun and Bijnor.

Aided Middle English Schools.

125. " These are the aided mission schools, Moradabad, Sháhjahánpur, and Budaun for boys, and the Bareilly orphanage school for girls.

Moradabad Mission School.—" I inspected this institution on the 27th February, 1884, and found 20 boys enrolled in the middle section, of whom 18 were present, *viz.*, 4 in the 3rd class, 8 in the 4th, and 6 in the 5th ; of these 2, 3, and 2 did fairly in parts of the respective courses for these classes they had gone through ; the others were found deficient in Euclid, English, dictation, and arithmetic. This school sent up 4 students of its late 3rd class for the last middle class anglo-vernacular examination : 2 of these passed successfully and were placed in the 2nd division, and I am glad to hear that they have joined the Government high school, Moradabad, to continue their studies there.

126. *Lodipur Orphanage School in Sháhjahánpur.*—" I visited this school on the 28th of March last and found 31 names registered in the middle section, and 29 boys present against 22 boys enrolled at the end of the preceding year. At the last middle class anglo-vernacular examination 2 boys appeared from this school and one passed in the 2nd division ; the other failed in the 2nd language, *viz.*, the Urdu. In the present 3rd, 4th, and 5th classes examined by me, 3, 8, and 7 pupils did fairly well in most of the subjects of their study out of 6, 13, and 10 present respectively in those classes ; the others were found particularly deficient in English, dictation, and arithmetic ; the 5th class pupils were still more deficient in the subject last named, as only 3 out of 10 passed successfully in a sum of simple rule-of-three.

" This is a very useful institution, consisting of a middle class anglo-vernacular school, an industrial school and a workshop, all accommodated in spacious and suitable buildings, with a vegetable and flower garden attached to them. The Government grant is Rs. 250 a month, including the sum of Rs. 40 per mensem sent towards the maintenance cost of a branch school at work in Cawnpore in connection with the main school here, in which the total monthly expenditure is Rs. 479. I am glad to observe that this institution is doing an immense deal of good to the poor and helpless ; of the blind and cripples, who cannot be much benefited by literary education, learn some work or other, such as *ban*-twisting, shoe-making, gardening, &c., &c. Carpentry and iron work are also taught to able-bodied youths, who study various school subjects also.

127. *Budaun Mission School.*—" This school was inspected by me on the 19th March last, when I found in the middle section 23 boys enrolled and 22 present against 15 examined by my predecessor at his inspection in the previous year. From the anglo-vernacular middle department of this institution 3 students went up for the last middle class examination and 2 passed successfully, both having been placed in the 2nd division. These are, I hear, the boys that had left the zila school in 1882. The present 3rd and 5th classes did fairly in all the subjects save arithmetic, in which they were particularly deficient. The 4th class pupils did not do well in English dictation, in which they wanted considerable exercise.

128. *Bareilly Girls' Orphanage.*—" The number enrolled at the end of the last official year in the middle section of this school is 18 against 24 at the close of the preceding year. None of the former were sent up for the last anglo-vernacular middle

class examination, but Mr. Graves inspected the school during the year under report and found the middle department attended as follows :—

Normal class	7
Middle school	7
Total ...	14

The normal class consists of girls under training for teacherships in schools or in zanánás or for medical work.

"'The institution,' says Mr. Graves, 'could not be better managed and is doing valuable work in training up so many girls who would otherwise have grown up in ignorance and perhaps sin.'

Middle Vernacular Schools.

129. "This heading includes the middle sections of all Government vernacular schools (whether tahsíli, pargana, or halkabandi), of the Shorekot aided school, of the zila school, Bijnor (which sends up candidates for the vernacular middle class examination also), and of the oriental department attached to the aided mission school, Budaun. From these 61 institutions, including 6 private ones, 255 examinees, including 12 Government employés, were sent up for the last vernacular middle class examination, and the results, I am glad to be able to report, were encouraging, as out of the 255 examinees noted above 125 passed successfully, or 49 per cent. During the previous year the results were exceedingly disappointing, as only 10 passed out of the 224 that were sent up, or 4 per cent. There is still much room for improvement, and better results are expected in future, especially when the minimum of pass marks is much reduced.

Government Middle Vernacular Schools.

130. "There are at the close of the official year that has just expired 64 schools of the class under notice, with 658 scholars, against 65 schools and 587 scholars at the end of the preceding year. The decrease of one in the number of these schools is owing to the reduction of two halkabandi middle schools to the primary standard, and to the promotion of one primary halkabandi school to the middle class status in the Bareilly district, and accordingly there are now in this Division 33 tahsíli and pargana or town schools and 31 halkabandi or village schools of the middle grade. Out of the former, 30 town schools furnished 137 examinees for the last vernacular middle class examination and passed 84, while out of the latter 22 village schools supplied 66 candidates, of whom 24 passed.

"The following is a brief account of the schools under report in each district of this Division :—

131. "In the district of Bijnor there are 10 middle grade vernacular schools to be reported upon here, *viz.*, 5 tahsíli schools, 1 pargana, and 4 halkabandi schools noted in the margin. In the first 6 tahsíli and pargana schools the average number on rolls in the first two classes has risen from 88 to 108, and the average daily attendance from 76 to 94; while in the last four halkabandi ones, the average number enrolled and the average daily attendance in the middle section have increased from 30 and 33 to 44 and 34 respectively. The number of boys under instruction in the first two classes of all these schools is 165 at the close of the last year against 154 at the end of the preceding year. All these institutions sent up for the last middle class examination 58 candidates, of whom 33 came out successful. In addition, there were 8 private students from this district, of whom 3 passed, and accordingly the number of passed pupils is 36 against 5 that passed in the preceding year. Of the successful schools, Bijnor passed 8, Nagina and Chandpur 7 each, Dhampur 4, Rehar 1, and Habibwala 5. I examined all the schools under notice and found them well taught on the whole and well attended. Physical geography and science, however, required a more careful training; history and geography also were not well remembered, while arithmetic, too, needed much exercise in the middle section. Penmanship also wanted attention and practice in some cases. The teachers were accordingly apprised of these defects, which cannot now long continue, I hope. I am glad to observe that most of the teachers in the vernacular middle schools of this district are certificated and consequently able and efficient, there being only 6 uncertificated teachers amongst the total number of 31 vernacular masters in all the vernacular middle schools of the district.

1. Tahsíli school, Bijnor.
2. " " Nagina.
3. " " Chandpur.
4. " " Najibabad.
5. " " Dhampur.
6. Pargana " Nihtor.
7. Halkabandi " Habibwala.
8. " " Rehar.
9. " " Seohara.
10. " " Tajpur.

132. *Moradabad.*—"In the Moradabad district middle vernacular education is represented by 8 town and 3 village schools marginally noted.

Tahsíli school, Moradabad.
" " Hasanpur.
" " Amroha.
" " Sambhal.
" " Chandausi.
" " Thákurdwára.
Pargana " Kant.
" " Sirsi.
Halkabandi " Sayyid Nagli.
" " Harthala.
" " Kundarkhi.

"There has been no change in the number of these schools during the year under report, but the aggregate roll of 81 pupils in the middle section of these institutions at the end of the year last reported upon has risen at the end of the last official year to 1,884.

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"All these schools sent up 28 candidates for the last vernacular middle class examination—14 of these passed successfully, 3 of whom were placed in the 1st division, 6 in the 2nd, and 5 in the 3rd. These results are no doubt very encouraging when it is borne in mind that not a single student out of 31 sent up passed the middle class vernacular test held in the previous year. Of the successful schools, the tahsíli school, Moradabad, passed two, and that at Sambhal and the halkabandi middle school, Sayyid Nagli, 3 each, while the tahsíli schools, Hasanpur, Amroha, and Chandausi, the pargana schools, Sirsi and Kant, and the halkabandi middle school, Kundarkhi, passed one each. The tahsíli school, Moradabad, is the best vernacular town school in this district, and has improved in all respects during the year under revision.

"The results of my examination of this school as well as those of that of the tahsíli school, Hasanpur, were also satisfactory, taking all the classes of its middle and primary sections; the latter, however, has retrograded in numbers, but shows an increase in its fee collections. The same is the case with the tahsíli school, Sambhal. With the exception of the tahsíli school, Thákurdwára, and the halkabandi middle schools, Sayyid Nagli and Harthala, which show an increase in their aggregate rolls, the remaining middle schools in this district show a decrease in the numbers enrolled or fee collections or both. In the pargana school, Kant, there was not a single boy present in the middle section at the time of my inspection of that school, and the only good that seemed to me to have resulted from that institution during the last year was that the only one boy who formed the 1st class passed the last middle class examination in the 2nd division. With one exception only there were no class promotions during the whole year, and hence it was evident that all the classes there existing were two years old, and still not in a satisfactory state. The head teacher, however, was a new man and not responsible for the bad results noted above. In fact all the middle vernacular schools, zila Moradabad, with one or two exceptions above alluded to, are not so very popular and well taught as most of those of other districts in this Division. The reason is that most of the teachers in the schools under notice are old men of long standing in the department, who, in consideration of their past services, cannot at once be superseded by better and more suitable hands. Opportunities should, however, be taken advantage of to replace them as soon as possible by more efficient men.

133. *Budaun.*—"In the Budaun district there are, as before, 17 schools of the class under report, *viz.*, 4 tahsíli, 2 pargana, and 11 halkabandi middle vernacular schools. The roll number has risen from 163 to 177. All these schools sent up for the last middle class vernacular examination 49 candidates, of whom 22 passed, 5 having been placed in the 1st division, 13 in the 2nd, and 4 in the 3rd; 5 private students have also passed successfully, one of whom was placed in the 1st division and the rest in the 3rd. In the previous year there was an entire failure and not a single boy passed the test held in the preceding year from this district; but two of these lads, *viz.*, one from the tahsíli school, Budaun, and one from that at Bisauli, have been declared during the year under report to have passed that ordeal. Of the successful students that have passed the last examination, the tahsíli school passed 10, that at Saheswán 3, that at Bisauli 1, the pargana school, Islámnagar, 2, the halkabandi schools, Sayyidpur and Kakrála, one each, and those at Kumargawán and Jagat 2 each. Of the tahsíli and pargana schools, Budaun, Saheswan, Bisauli, and Islamnagar did very well at my examination, while Gunnaur did moderately and Ujhani badly. The chief defects that I noticed in the middle sections of these schools were that history and geography were not well remembered, that arithmetic was weak in some cases and required much exercise, and that Euclid and physical science needed a more careful training. At the Ujhani the 2nd class was weak, and the only lad that appeared for my examination failed miserably in almost all our special subjects. Of the halkabandi middle schools, those at Jagat, Kumargawán, Dataganj, Kakrála and Sayyidpur are indeed excellent vernacular schools; while the others are retained in this grade because they are either successful in preparing boys for the middle test, or are situate in populous villages, and are consequently well attended and appreciated by the urban population, I believe. There is little or no provision for the tuition of Nagri in these schools, and hence it is that out of the 49 candidates that went up for the last middle vernacular examination only one boy was a Nagri scholar and the rest all Urdu On my tour in the district I was requested by some of the principal residents of Bisauli to add a Nagri teacher to the school staff there, and measures will be taken to propose to the board to do so when funds are available for the purpose.

134. *Bareilly.*—"In the Bareilly district there are at the close of the year under review 10 schools of this class, against 11 at the end of the preceding year, two middle halkabandi schools, Prehra and Sirohi, having been reduced to the primary standard, and the halkabandi primary school, Budhauli, raised within the last official year to the status of a middle vernacular school. I examined this institution in its primary state in December last and found the primary classes well attended and well taught. Accordingly I recommended it to be raised to the middle grade. Thakur Bisal Singh, the great landed proprietor of Budhauli, takes a lively interest in the welfare of the school, and it will, I hope, get on under his patronage. The aggregate roll of the middle sections in all the schools under notice has risen from 88 to 126,

although the number of schools has decreased by one, as has already been stated above. Thirty-four students were sent up from this district for the last vernacular middle examination, at which 19 came out successful. In the preceding year the result of this examination was indeed wretched, as only 2 passed in the 3rd division out of 27 sent up. Out of the remaining 25 failed students of that year, one, however, has been granted a middle class certificate during the year under report. Most of the schools of this class in the Bareilly district were inspected during the year herein reported upon by my predecessor, who was of opinion that the state of instruction in them was generally satisfactory. From the tahsíli school, Karor, six students passed the last middle class vernacular examination, and the number enrolled and the fee collections in this school are during the year under report double of those in the previous year. An additional assistant teacher or a monitor is therefore urgently required. The tahsíli school, Aonla, having been deprived of one of its assistant teachers in consequence of a decrease in the number of its students, the numbers and the average daily attendance have both been restored to their pristine strengths by the exertions of the teachers and the teaching is also better. Three students from this school were successful at the last middle class examination. In the tahsíli school, Faridpur, 3 of its pupils out of 6 in the 1st class passed the middle class test, while in the 2nd class examined by me 9 boys out of 14 enrolled acquitted themselves satisfactorily on the whole. The tahsíli school, Shâhi, sent up for the last middle class examination 13 of its students, of whom only one passed in the 3rd division. The roll shows an increase, and the attendance is now too large to be efficiently managed by only two teachers at present in the school. The tahsíli school, Nawábganj, shows some improvement and the roll number has much increased; but the higher classes are still very poorly attended, there being only four boys in the middle section. From this school two students have passed the last middle class examination in the year under report.

135. *Shâhjahânpur.*—"In zila Shâhjahânpur there are at the close of the year under report eight middle vernacular schools, as in the preceding year. Five of these are Government tahsíli and pargana schools and three halkabandi middle schools. The roll number in the middle sections of these schools shows an increase of 11 boys, as it has risen from 49 to 60. All these institutions, with the exception of the tahsíli school, Pawayán, and the halkabandi school, Kawalnainpur, sent up 27 students for the last middle vernacular examination, in which 16 passed successfully, of whom 4 were placed in the 1st division, 8 in the 2nd, and 4 in the 3rd. This result is far better than that achieved in the preceding year, when only one student passed the middle test out of 22 sent up. I examined all these schools on my last tour of inspection in this district, and in the 2nd classes I passed 26 lads out of the total number (35) enrolled in them. The tahsíli school, Shâhjahânpur, is the best of its kind in the whole district. It has improved both in numbers and educational status and is in a thriving state, having 159 boys enrolled, of whom I found 153 present, both in the middle and primary departments. At the last middle class test eight boys appeared from it, out of whom 6 passed, 2 having been placed in the 1st division, one of whom won a Government scholarship; out of the 4 remaining, 2 passed in the 2nd division and 2 in the 3rd. This is the first time that this institution has met with so much success. In 1880 it was attended by about 50 boys, taught up to the 3rd class course only.

"The tahsíli school, Pawáyan, is attended by 68 boys in all its departments, but there are only six boys in the middle section; none of these 6 was sent up for the last middle class test: but from what I have seen of this school, two of them are expected to do justice at the next.

"The tahsíli school, Jalalabad, has slightly improved in numbers, but more satisfactorily in scholastic attainments under the present head teacher, who joined in May last. Out of the four boys furnished for the last middle class examination, one passed in the 1st division and was awarded a Government scholarship, 2 passed in the 2nd division, and one failed. The 2nd class consists of four boys only, who have done fairly on the whole at my examination. I found 89 boys present in this school out of 97 registered.

"The tahsíli school, Tilhar, is a well-attended school having 136 boys on its rolls, including 12 in the middle section. Seven boys from the 1st class appeared for the last middle class ordeal, but only 2 passed, one in the 1st division, and one in the 2nd. Better results were, however, expected, as 5 students had passed the trial examination. At my inspection the school did well on the whole, the failures being chiefly in arithmetic. I found 80 boys present out of 85 enrolled in the pargana school, Katra, but the higher classes were poorly attended, there being only four boys in the middle section. Both the boys in the 1st class appeared for the last middle class examination and both passed in the 2nd division. The 2nd class lads obtained only pass marks in their examination before me, but were very deficient in history, geography, physical science, and Euclid, and wanted much practice in arithmetic. The halkabandi middle schools, Bádeháhnagar and Jiwán, did fairly at my examination, and sent up three boys each for the last middle vernacular examination, of whom 2 passed successfully from the former and one from the latter. The school at Kawalnainpur has retrograded in attendance and status both, and has only one boy in the middle section, absent at the time of my inspection, and not well up, I hear, to the standard of his

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class—the 2nd. No student was therefore prepared for the last middle class examination, and I have recommended accordingly that the present head teacher be superseded by a better qualified man as soon as possible.

136. *Pilibhit.*—"In the Pilibhit district there are as before 8 vernacular schools of the middle grade, 2 of which, *viz.*, Bisalpur and Jahánabad, are Government tahsili schools, and the remaining 6 are middle halkabandi schools, *viz.*, Neuria, Khamaria, Kanákor, Bamrauli, Bilsanda, and Kasganja. The number enrolled in the middle sections of these schools shows a decrease of 6 pupils, *viz.*, there are at the close of the year under report 46 students registered against 52 at the end of the preceding year. The two tahsili schools and 3 middle halkabandi schools, out of the institutions noted above, supplied 10 candidates for the last middle class examination, of whom 6 passed, *viz.*, 2 in the 1st division and 4 in the 2nd. Eighteen candidates were sent up in the preceding year from the 8 schools under notice for the above test, but none was successful.

"The tahsili school, Bisalpur, is attended by 94 pupils, of whom 10 are in the middle section, from which 3 were sent for the last middle examination, all of whom were successful. The 2nd class scholars, 7 in number, acquitted themselves very fairly before me in all subjects save the history of India, which was not well remembered.

"The Jahánabad tahsili school contains 82 pupils, of whom 12 are in the middle section, which supplied three boys for the middle test and passed 2. The 2nd class did fairly at the Inspector's last visit to the school, as 6 of its students passed successfully out of 8 registered. Amongst the halkabandi middle schools that at Khamaria is the only one that passed one of its pupils in the last middle examination. They all now contain nine boys in their present 1st classes, and will, I hope, do better at the next test.

Aided Middle Vernacular School.

137. "This is the Sherkot aided school at work in the Bijnor district, having 121 names on its rolls. I found 117 lads present, divided into all the middle and primary classes of a vernacular town school. Four boys were sent up for the last middle class test, but none passed. The 2nd class, however, did well before me, but wanted more practice in arithmetic and was rather deficient in history and geography.

"Although there is no distinct provision for the tuition of the vernacular middle class course in the zila school, Bijnor, the head-master sent up 3 boys for the middle class vernacular test also, of whom 2 passed, who now continue to read in the zila school.

"The oriental department attached to the anglo-vernacular mission school, Budaun, furnished 3 candidates for the last middle class vernacular examination, and for the first time passed one of them."

ALLAHABAD DIVISION.

138. The Inspector reports as follows:—"*The Zila Schools* of this Division generally show considerable growth of numbers and an improvement in instruction and examination results. *The Allahabad Zila High School* still continues by far the most successful and popular. Attendance and fees are ever on the increase, and extended accommodation and an addition to the staff in the higher division of the school have become an urgent need. The school fees for the year amounted to Rs. 4,444, being an increase of about Rs. 180 on the income of the preceding year. The average roll number has been about 500, and the attendance average 434, or 85 per cent. Of the high school proper, the entrance class was a very heavy one and required much earnest hard work thrown into it. The average number in attendance in this class was 42, and 35 were sent up for matriculation. Of these latter 24 passed, mostly in the 2nd grade. The results of the English teaching were most creditable, 2 only failing out of the 35. (The head-master complains much of the incorrectness of the examination question paper in Sanskrit, which contained many typographical errors). The 2nd class was also a large one, numbering 35 with 31 in attendance. This class was chiefly taught by one of the extra assistant teachers, the 2nd master being required to aid in the instruction of the very large and important class immediately above. From the 2nd class, 26 were promoted to the new entrance class, which is already larger even than that of the year under notice.

"From the middle school, the 3rd class succeeded at the departmental middle class examination beyond comparison. Of the 25 candidates, 24 passed either in the 1st or 2nd grade, a result which reflects the greatest credit on all concerned. The remaining classes of the middle school, the 4th and 5th, promoted respectively 56 and 44 examinees. This has made the new 3rd class a very large one indeed, over some 90 boys, which has to be taught in three *sections*. Probably some 65 candidates will go up from this class for the next departmental test. In the primary school, the 6th class sent up 22 boys only to the middle school. In the subjects of history and geography the class had not been well taught. The 7th class sent up, to the 6th class, 24 out of 39 who appeared at the annual examination. The results obtained in the lowest two classes, 8th and 9th, are such as to call for no special notice.

139. "*The Cawnpore Zila High School* contrasts somewhat poorly with that of Allahabad, though it also shows a growth in numbers and attendance, and a corres-

ponding increase in the fee-income. At the end of the year the rolls showed a total of 411 pupils, as against 372 of the year previous, while the fee-receipts had risen from Rs. 2,690 to Rs. 2,870. Looking to examination results, the Cawnpore school did but feebly in its higher division. Eight candidates were allowed to sit for university matriculation, and of these *four* only got through. The 2nd class was a similarly weak one both in numbers and attainments. The middle school did better: 12 out of 14 candidates obtained the departmental certificate. The other classes of the middle school call for no special notice. In the primary school classes are inordinately large, and have to be broken up into two or even three sections each. Several of these are taught simultaneously in one large central room or hall, and the noise and confusion are too great to admit of very successful teaching. The school building must be extended, and in the meantime the head-master will endeavour to convert one of the widest of the school verandahs into class rooms for the more primary and noisier sections of the lower school. The boarding-house continues an useful feature of the Cawnpore school. Of the 27 inmates, 18 are self-supporters. Much inconvenience is felt from the want of suitable quarters for the residence of the superintendent, and the present incumbent, who fills the office successfully, is with difficulty persuaded to continue at the post.

140. "*The Bánda Zila High School* shows a very trifling increase in numerical strength and in fee-income. The instruction results, however, are respectable for the size and status of the school. Four youths went up for the Calcutta University Entrance and of these *three* were successful. At the departmental middle class test, 13 out of 15 sent up obtained the certificate. The class room accommodation has been improved of late, as have also the arrangements for boarders.

141. "*The Jaunpur Zila (Middle Class) School* continues to grow in numerical strength. The state of instruction, however, cannot be considered satisfactory. The numbers and classes are too great to be conducted by the regular permanent staff, and extra teachers have been provided for by purely local funds. Men so appointed, however, do not seem to rest contented, and consequent changes and temporary vacancies have been too frequent to admit of real progress in class work. The 3rd class was not unsuccessful in the annual departmental examination: 22 candidates went up, of whom 15 obtained the certificate. Considering that some 9 of the candidates had been up *twice* or even *thrice* before, and that the examination standard was much lower than usual, such a result cannot be considered a very great success. The boarding-house for Muhammadan pupils, which was opened in the city by the late president of the local board, Mr. G. E. Ward, has proved a disappointment and failure, notwithstanding much trouble and money were spent on the undertaking. It is now proposed to sell the building, and with the sale proceeds and further subscriptions to erect a boarding-house immediately adjoining the school, for both Muhammadans and Hindus.

142. "*The Fatehpur Zila Middle Class School* has improved further. The numerical strength has risen to 178, as against 158 of last year. Of these 30 per cent. are Muhammadan pupils. The fee income has correspondingly increased from 480 in the year preceding to 570 in the present year. At the annual departmental examination the 3rd class presented 9 candidates, of whom 5 were successful. Of these 5, 4 have joined the high school at Allahabad for the further prosecution of studies. The Inspector at his last annual visit examined the several classes as they now stand, and found the instruction, in English, above the average. At the next annual examination much success may with reason be anticipated. A new school building is approaching completion, and it is hoped the classes may be able to assemble in it after the midsummer vacation.

143. "*The Hamirpur Zila Middle Class School* continues at its normal weakness. Some intelligence and energy were thrown into the class teaching by the appointment, in June, of a new 2nd master, Babu Sajiwan Lal, whose services, it is hoped, may be continued in this hitherto very backward school.

Aided Schools other than those for European and Eurasian Children.

Kattra Mission School.—"The anglo-vernacular branch of this school shows this year a falling off in numbers. This decrease is due to a number of senior pupils having gone to schools of the middle class status to prosecute their studies with the view of obtaining the departmental certificate. This argues the usefulness of this primary school as a feeder to others of higher classification. The top classes are consequently new, being composed of boys brought up from below, with one new admission only. The English teaching is respectable. The geography, by catechisim, is less geography than memory exercises. The teacher's questions should be more varied and intelligent and independent of *Primer*. In the vernacular branch, the Urdu classes read fairly well and with intelligence. The Hindi classes have declined in numbers, and the majority of the children are in the lowest section and know little or nothing. More attention is required to be paid to this branch of the school.

"*Colonelganj Subscription School.*—The middle division of this Colonelganj school is not real and satisfactory. The pupils of last year have either disappeared or have been away and returned after an absence of several months. The boys now presented in these upper classes are thus either wanderers or are outsiders who have lately been collected and whose future attendance is very doubtful. In the primary division,

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English (with grammar) is taught with more care and attention than is arithmetic. Writing to dictation requires much more time to be given than is now afforded, and writing on paper and in ink should be insisted on. These classes are conducted in quarters ill adapted to the purpose or requirements of a school, and neither discipline nor efficient teaching need be expected where, as here, the classes are crowded one upon another in spaces affording most insufficient room and light.

"The *Jaunpur Mission School* does not show much progress and efficiency. Of the total number (157) on the rolls, 6 only formed the high school division and 31 the middle school. One-half of the whole school consisted of new admissions, chiefly into the lowest class. This 9th class is most unreasonably large, and the teachers afforded for it are most insufficient. This defect in organisation has before been brought to the notice of the school management, but no notice would seem to be taken of the Inspector's remarks. The two candidates preparing for the then forthcoming Calcutta University entrance have since failed, and of the large 3rd class then reading for the departmental middle class anglo-vernacular examination five only have proved successful. The teaching of English, with explanations or translations, *in English*, is not satisfactory. The *Karwi anglo-vernacular school* does very well in its upper classes, where the English teaching is satisfactory and the arithmetic fairly good. In the lower classes, however, this latter-mentioned subject is not well taught.

Government Vernacular Schools, Middle Class.

145. "As last year the inefficiency of these schools was not assented to on the ground that the results of the annual departmental examination were so unaccountably low, so this year it would be equally unfair to hold that the large number of candidates now obtaining the certificate shows a correspondingly great increase in the efficiency of the middle class schools. Indeed, to any one who is personally acquainted with the internal condition and working of the schools, and with the attainments of each class and pupil, the results of the annual written examination are often contradictory and inexplicable. Still, while perhaps one district or one or two individual cases of schools in any district may not be spoken of in laudatory terms, the middle class vernacular schools, over this Division generally, have improved, are improving, and, having reached a respectable degree of efficiency, promise a successful future. Difficulties present themselves frequently, and among these is that of obtaining and retaining efficient scholars with sufficient experience to make them fit or able to conduct successfully large and important schools, such as many of this class are. Teachers, at present, work fitfully or with an absence of interest and cheerfulness in their duties, or, should there appear an exceptional case of continuous energy with corresponding success, it is generally for self-recommendation to local heads of offices on an occasion, shortly intended, of applying for a minor appointment in the revenue or any department more lucrative and attracting than that in which the teacher now labours without notice and without hope. The advisability of raising the rate of salaries of teachers of middle class provincial schools is too generally self-evident and admitted to need here more than this passing referecen.

146. "In the Allahabad Division there are now working 50 provincial and 23 local middle class vernacular schools. These together sent up 222 candidates for the last departmental examination, and of these 119 obtained the certificate. The following table will show the relative success of each district :—

Departmental Annual Examination Results, Middle Class Vernacular Schools.

District.	Middle Class Vernacular Schools.					
	Tahsili and pargana.			*Halkabandi.*		
	Schools.	Candidates.	Passes.	Schools.	Candidates.	Passes.
Allahabad	9	36	30	...	...	...
Fatehpur	7	14	10	4	2	1
Cawnpore	12	40	23	12	33	8
Hamírpur	7	24	14	4	8	4
Bánda	9	21	4	...	...	..
Jaunpur	6	36	21	3	8	4
Total ...	50	171	102	23	51	17
	23	51	17	...	...	...
Grand Total. ...	73	222	119	...	...	

"From the above table it may be gathered that in the Allahabad and Bánda districts there are no halkabandi middle class schools; that Cawnpore passes 31 candidates from provincial and halkabandi schools combined; that Allahabad, with no

halkabandi middle schools, passes 30 : that Jaunpur obtains 25 certificates: Hamirpur 18, Fatehpur 11, and lastly, Bánda 4 only. The following table gives the examination results obtained at the Inspector's annual examination of the same schools :—

Inspectors' Results Middle Class Vernacular Schools.

District.	Middle Class Vernacular Schools.							
	Tahsili and Pargana.				*Halkabandi.*			
	Schools.	Roll.	Examinees.	Passed	Schools.	Roll	Examinees.	Passed.
Allahabad	9	413	356	217	...	...	...	...
Fatehpur	7	360	302	116	4	247	126	74
Cawnpore	12	729	618	440	12	602	276	175
Hamírpur	7	529	481	221	4	269	165	59
Bánda	9	486	436	194	...	...	...	...
Jaunpur	6	407	352	156	3	197	62	32
Totals ...	50	2,924	2,565	1,344	23	1,315	629	340
Totals ...	23	1,315	629	340	...	...	...	...
Grand Totals ...	73	4,239	3,194	1,684	...	...	...	...

From this it would appear that the instruction is most successful with the teachers in the districts of Cawnpore and Allahabad, where the percentages of passed examinees are respectively 70 and 61. In Fatehpur the percentage is, as usual, very low, 38: while Hamírpur, Jaunpur and Pánda give respectively 46, 44, and 42 as the percentage of passed examinees. In the backward tracts of Bundelkhand such percentages of success by the pupils are not lower than might be expected, but in the old established district of Jaunpur the results are most discreditable. With other reference this matter has already been brought to notice, and it is greatly to be desired that the present Deputy Inspector be altogether removed at an early date.

147. "In reviewing more in detail the condition of the tahsíli and pargana schools, it may be certainly said that those in the Allahabad district, with one exception, are doing or are likely to do well. Sayyid Saráwán, Daranagar, Phúlpur, and Sirsa are in excellent order. The Karchhana and Soráon schools have improved considerably. The Kathauli (pargana) school was disappointing at the time of inspection. Local squabbles, leading to changes of teachers and great irregularity of attendance, served to reduce the school considerably. A promising man from the Amilia school had however been placed in charge, and there were grounds for hope of improvement. At the annual departmental examination the Kathauli school recovered its name somewhat by passing 3 out of 5 candidates. The two cases described last year as hopeless, or nearly so, were the Handia and Manjhanpur tahsíli schools. The latter had never shown signs of rising to its professed status, and in December, again, there appeared no chance of any better state of things. On the Inspector's suggestion, this tahsíli school has now been removed to Karári, a large town with ample material for a prosperous middle class school. The only one really hopeless case is that at Handia. As a Hindi school it does not seem to do a particle better than when an Urdu school. The idea of a tahsíli middle class school at Handia must, I fear, be given up. Indeed, the Handia children do not attend, some few little ones from neighbouring hamlets being raked together to keep the school from being entirely closed. The Handia boys attend indigenous schools in the town, where Persian alone is read. To appoint as teacher of the Government school one of the most popular of the men in these *maktabs*, and to allow him pretty much to follow his own course, would probably empty the indigenous schools, but the tahsíli school would be no more a Government school, beyond the teachers receiving their monthly stipends from public funds, and it would seem the tahsíldar and men of Handia want this or nothing.

148. "In the Allahabad district there are no halkabandi schools of the middle class status, the present tahsíli schools being more than sufficient to meet the call for middle class vernacular instruction.

149. "*The Middle Class Vernacular Schools of Fatehpur* compare but feebly with those of Allahabad on the one side and of Cawnpore on the other. There are six tahsíli schools, *viz.*, Khajuá, Bindhki, Sah, Husainganj, Kishanpur, and Mandwá, and the one pargana school of Kora. This last named has never risen to anything like its professed status, and never will do so. Kora affords no material for a school of this class, and to sanction the opening of it in such a place showed a complete want of knowledge and enquiry. It has through successive years been recommended that such useless expenditure be put a stop to, but the teacherships continue to be drawn and two men to live in idleness. The Husainganj, Kishenpur, and Mandwán schools have improved of late years and are now in a fairly satisfactory

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condition. The school at Khajua was, for some years, and should still be, the most flourishing in the district. The falling off is due to the dishonesty of the teacher, who, after enjoying the management of the school for many years with little or no interference from outside, now gives his interest and time to the teaching of private students, to the neglect of the public school. It is high time that Gya Parshad was removed, and recommendations to this end have been made. The continued very unsatisfactory state of the Bindhki and Sáh schools is due chiefly to the residents. The Bindhki community is made up entirely of thriving Baniás and other tradesfolk, who would much prefer the school building being converted into a granary than retained for purposes of education. At Sáh the people are more agricultural, but they will not, or *do* not, keep their children at school

150. "In Fatehpur there are four halkabandi schools in which the reading of the middle class standárd is allowed. These are Kot, Bilanda, Saraoli and Denda Sai. The Kot and Bilanda schools are worthy their profession. Indeed, the Kot school is particularly good, and in advance of most of the tahsíli schools of the district. It has been suggested to the district board that one of the most unsuccessful of the tahsíli schools be closed and the Kot school be made a tahsíli school, but it would appear, on the remarks of the tahsildár of Khakrendu and of others, that the inhabitants of Kot express their unwillingness to pay school fees. The instruction in the Saraoli school is badly given. The Denda Sai school, as a middle class school, is a mere farce, and the efforts made hitherto to retain it on the list have merely resulted in the continuing of a higher rate of pay to a very undeserving teacher.

151. "The Cawnpore district tahsíli and pargana schools include some of the very best in the Division. Those of Narwal, Bilhor, Pukhraián, and Ghatampur are a credit to all concerned. Next to those rank in efficiency the tahsíli schools of Bithur and Generalganj (Jajmau) and the pargana schools of Shiuli and Kursi. The Shiurájpur school has but comparatively lately been constituted the tahsíli school, and is gradually and soundly rising to the classification and standard of its new status. The schools at Derapur and Rasulabad, after several years of stagnation, have received new teachers, under whom signs of considerable improvement are already plain. The only school of this class, of which much complaint has to be made, is that of Abkarpur. The lower primary classes, taught by an intelligent Naib, are well looked after. The senior classes, on the contrary, are much neglected. Important subjects of instruction are often omitted for a year together. The 1st class had no knowledge of the 2nd book of Euclid, the 3rd class was ignorant of its history, the 4th class could answer nothing to questions on the geography of the North-Western Provinces, while the boys of the 5th class could gabble over the lines of the Gulistán, but were unacquainted with the school Urdu Reader. The school registers are unreliable, and boys are presented, under other names, to personate absentees. The teacher has been for many years in charge of this school and occupies himself with zemindári and other business matters. Lakshmi Narain should be removed on reduction, unless a very improved school be presentable in a reasonable time.

152. "In the district of Cawnpore *twelve* halkabandi schools are allowed to teach up to the middle class vernacular standard, *viz.*, Nunari, Mushta, Ateraipalpur, Kakupur, Mangalpur, Ratanpur, Dundwan and Dalipnagar. Sakhrej, Gauri-Bhagwantpur, Pachor and Sarb; of these the four first named are the most efficient, particularly Nunari, which is very successful. The schools of Ratanpur, Dundwan, and Dalipnagar are also respectably well taught and conducted, while the five remaining on the list are not entitled to the rank of middle class schools and might advisedly be cut down again to the primary standard. There has always been a tendency in the Cawnpore district to allow too many halkabandi schools to rank as middle schools, and it is desirable that in future this tendency be checked, and that boys completing their 3rd class course and wishing to continue reading be drafted away to one of the several good tahsíli schools which are always prepared to receive into their top two classes boys from halkabandi schools.

153. "The next of the middle class vernacular schools for notice are those of the *Hamirpur district*. The schools of Hamírpur are the tahsíli schools of Ráth, Mandaha, Jalalpur, Sumerpur, and the pargana school of Kharela, and the tahsíli schools of Mahoba and Kulpahar; the above are doing fairly well, excepting the two last mentioned. The Kulpahar school has never yet risen to and remained at its professed standard. Amidst the rocky fastnesses of Bundelkhand, the people are of a very primitive order, and any attempts at advanced study will, it is feared, for some time yet be premature and unsuccessful in Kulpahár. The case, however, is different at Mahoba, where there is a large town population of considerable intelligence. The school and its verandahs are crowded to overflowing, while little or nothing in the way of instruction is imported. The teachers are nearly all of them Mahoba men, and possess sufficient influence to collect any number of children. Beyond this, however, they apparently do nothing, and the boys of the surrounding village schools are much in advance of those of the tahsíli school. It is feared there is no hope for the Mahoba school until the present staff be dispersed far and wide. Munshi Ishri Parshad would never raise an efficient school, while, at the same time, his remaining

in Mahoba would always go far to thwart the efforts of any more industrious and efficient successor.

154. "The halkabandi middle class schools of the Hamírpur district are those of Kabrai, Srinagar, Jaitpur, and Kurara The Kábrai school is well conducted and is continuously successful That at Srinagar is a very poor one. At the Inspector's examination, *in situ*, the classes failed generally. For a 1st class *five* elderly pupils were presented, who had been up for the annual departmental test one, two or even *three* times, in successive years, having failed as often, The Jaitpur school should never have been made a middle class school. It never has passed, and never would pass, one of its own boys for the departmental certificate. The teacher admits that the Jaitpur boys never would remain to read beyond the 3rd class course and seldom beyond the 4th even. To allow this school to continue to rank as a middle school would be merely an excuse for allowing a very indolent teacher to continue to draw, as he has for years, a high rate of pay for doing nothing real. The Jaitpur school, as well as that at Kurara, should be at once disallowed as a middle class school and the rates of pay of teachers reduced. In no case should scholarships be given to boys in halkabandi schools, as has been done both at Jaitpur and Kurara with no result whatever beyond a sheer waste of funds.

155 "*The Middle Class Vernocular Schools* of the *Bánda district* are not generally progressing. The difficulty of retaining efficient teachers is more felt in Bánda than in any other district of the Division. The teacher of the Karwi school knew his work and did it, and improved the school. and has lately obtained a better billet in the Revenue Department. The sadar tahsíli school, at Bánda town itself, has been really efficiently conducted steadily for some few years The teacher here also is about to follow in the footsteps of the late Karwi teacher Without more attractive rates of pay there is absolutely no hope of general or lasting improvement in the condition of the Bánda middle class schools. The Mau tahsíli school has improved, as have also those of Karwi, Kalinjar, and Bisonda, though probably the Karwi school will now again decline The Bánda sadar school. as already remarked, is a very good one, and that at Sindhan is worked by an efficient and honest teacher, whose services, it is to be hoped, will be retained. The pargana school at Mataund is meagre, throughout, both in numbers and instruction. That at Rájapur has of late had attached to it a branch school to relieve it of heavy lowest or 7th class. The arrangement has not yet improved the condition of the higher classes. The pupils generally in these had received double promotion, with the natural result that when examined they were found quite unprepared in every subject of study. The Kamasin school, it is to be regretted, cannot be described less unfavourably. In Bánda there are no halkabandi middle class schools.

156. "In the district of Jaunpur the tahsíli and pargana schools are six, *viz.*, Machhlishahr. Keráket, Shahganj, Zafarábad and Mariahun. and the pargana school of Mongra Badshahpur. Of these, the first two mentioned are exceedingly good schools, being now well instructed throughout. In the Shahganj school, the state of things last found was deplorable. A naib teacher had four classes to conduct, *viz.*, the 4th, 5th, 6th. and 7th, and the result was lamentable. Writing, spelling, and figures had been alike neglected. Nor were the senior classes, under the head teacher, in a less unsatisfactory state. For a 1st class seven elderly youths were presented, five of whom had appeared in the same class the year previously and had been up for the departmental examination and failed This year, by a reduced standard of examination, four of the seven have got through, and beyond this result, which is anything but brilliant, there is nothing to show creditable to either teachers or inspecting officers. The pargana school at Mongra Badshahpur has improved this year in its lowest classes, V, VI, VII. doing fairly well. Above these, however, the classes are not what they should be either in composition or in attainments. The senior teacher, naturally anxious to make a show with his 1st class, has apparently been neglecting the two classes next below. At the late annual examination, three boys of the 1st class obtained the departmental certificate, but two of the three were old pupils who had been up before and had failed. The middle school (classes I. and II.) have to be almost entirely supported by scholarships. The Badshahpur children generally disappear after reading as far as the 4th class studies only, their places being continued by halkabandi school boys called in by the offer of scholarships. Were this support withheld, the Mongra Badshahpur school, as a middle class school, would fall to pieces. The newly-opened tahsíli school of Zafrabad is growing and improving, gradually rising to its status. The top class is now the 2nd, composed of five youths, four of whom are scholars from halkabandi schools. The teacher was obtained, at the request of the district committee, by the Inspector, from the Allahabad district and is so far working honestly, endeavouring to do his best towards making the school what it professes to be. There is, however, a great difficulty—a difficulty which certainly need not be found in a district like Jaunpur—in efficient and experienced teachers to work these schools. The teacher of this school, above referred to, asked to be allowed to resign his appointment soon after having joined it, but has been persuaded to go on yet longer. For an assistant teacher for the arithmetic the Deputy Inspector has been able to obtain the services of nothing better than of a

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man who was formerly dismissed the service by the district board of Fatehpur, and such reappointments of rejected men are unfortunately not uncommon in the Jaunpur district. Lastly, the Mariahu tahsili school, after years of complete stagnation, shows some little start and improvement. The teacher, Janki Parsahd formerly a naib teacher in the Kerakat school, was brought here and placed in charge probationally, until he could pass boys through the departmental test. This condition has been so far met that one candidate out of four, got through by the lately reduced standard. Generally the staff of the Mariahu school is far from being up to the requirements in a middle class school, and this with truth may be said of most of the tahsili schools in this district. Good teachers, men of attainments and personal character, will apparently have nothing to do with Jaunpur. This certainly should not and need not be, but no better state of things may be expected until the removal of the present Deputy Inspector.

157. "Four halkabandi schools in the Jaunpur district have been constituted middle class schools; these are Senapur and Marhi, in the Kerakat tahsil, Sujanganj in the tahsil of Machlishahar, and a fourth school in the tahsil of Khutahan. Of these the Senapur and Marhi schools have justified the recommendation by which they were raised to the higher grade of school, that at Sujanganj might have been similarly successful had the Deputy Inspector's arrangements for teachers been less fitful and unwise."

BENARES DIVISION.

158. *Benares.*—The following remarks on the school, with higher, middle, and primary departments, attached, under the immediate management of Mr. C. Platts, to the Benares College, are taken from the principal's report. The school is popular and fairly well managed, but is not so successful as it should be in the entrance and departmental examinations:—"The number of boys in March, 1884, was 467 against 497 in the preceding year. Seventy-five of these are in the higher school, 212 in the middle, and 180 in the primary school.

159. "Out of 25 boys who went up for the entrance examination 9 passed, 6 in the 2nd division and 3 in the 3rd. There were nine failures in English, 10 in mathematics, 7 in history, and 9 in the 2nd language. Sixteen out of 27 passed the middle class examination. This improvement is due, firstly, to the reduction of the pass marks, and secondly, to the change of a teacher. In the upper primary examination 77 boys passed out of 85, and in the lower primary all the 38 candidates passed. The other school classes (with the exception of the 2nd class in mathematics) are reported to have done fairly well in the local examinations."

160. Pandit Ramasankar Misra, M A, who officiated as Inspector during the absence of Mr. Constable, reports as follows on the other secondary schools of this Division:—

High Schools.

"The 10 high schools of this Division, *viz.*, one Government, eight aided and one unaided, were all represented at the Calcutta University examination and sent up between them 85 candidates, of whom 31—that is, 36 5 per cent.—came out successful. Three students passed the test in the 1st, 16 in the 2nd, and 12 in the 3rd division. Last year, out of 78 candidates 30—that is, 38·5 per cent.—were successful, *viz.*—2 in the 1st division, 14 in the 2nd division, and 14 in the 3rd division. Thus the result this year compares favourably with the result of the last year as regards the number of successful candidates, but the percentage is lower by two points. Out of the 54 unsuccessful candidates 39 failed in English, 22 in 2nd language, 29 in history, and 25 in mathematics.

161. "I will now notice each of the high schools separately:—

Mirzapur High School (Government).—"This school, I am sorry to say, did not achieve any creditable success in the last entrance examination. Six boys appeared for the examination, but only one succeeded in passing the test in the 2nd division. The head-master, Babu Ram Rup Ghose, in his annual report says.—'The failure at the entrance is simply surprising, but the result would have been better if the Sanskrit paper had not been so unusually difficult and full of misprints.' The paper referred to is no doubt not free from misprints, but, I must say, the paper was not so unusually difficult that boys having a good knowledge of their text-books could have failed. Notwithstanding the failure in the entrance examination, I found when I visited the school in February that it still maintains its efficient state and that a good year's work has been done. The teachers under the head-master seem to work well, though there is still some little spirit of disunion lurking in the school. In the beginning of the year there were 201 boys, against 181 of the preceding year, on the English side of the school, and 234 against 232 in the classical and vernacular department. Thus the grand total of the school is 435 against 413 of the preceding year, which gives an increase of 22 scholars. The fees lodged in the treasury during 1883-84 amounted to Rs. 1,520-0-3 as against Rs. 1,318 of the preceding year. Considering the state of things in other schools, this school deserves credit for realizing so much money in fees. The boarding-houses under the charge of Munshi Chhedi Lal, the 3rd master, are full, having 29 inmates against 22 of the last year; of these 12 get stipends and the remaining 17 support themselves with-

out any such assistance. The superintendent, whilst showing consideration to the boarders, maintains excellent discipline. The respectable appearance of the boys and the general neatness of the school-rooms deserve special notice.

162. *London Mission College (Aided).*—" The college and the school departments of this institution under the able management of the Revd. Mr. Hewlett are doing very well. The college department consists of 16 students and teaches to the B.A. standard. Sixteen boys appeared in the last entrance examination and six passed. The present entrance class consisted of 55 boys when I inspected the institution. The attendance here is very large and is yearly improving. At the entrance examination this institution generally achieves some success. The average number on the rolls during the year in the higher section of the school department has been 56·5.

163. *Jai Narain's High School (Aided).*—" Last year Mr. D'Mello in his annual report on this institution wrote :—' The attendance is large, but the instruction is far from satisfactory.' The number of students which this school passes in the entrance examination has for some years been very small. This year two boys out of four passed the test as against one of the last year. This institution is in receipt of a very handsome grant-in-aid, but the result it shows is not proportionate to that amount. I am of opinion that the principal of this institution should be recommended to prepare the boys of his Sanskrit department for the Benares Sanskrit College examinations, which are as good, if not better, tests of proficiency in Sanskrit as the Panjab University examinations.

164. *Bengalitola Preparatory School (Aided).*—" The school continues to show bad results in the entrance examination : only one boy appeared for that test and he was unsuccessful. The number on the rolls in all the three grades of instruction—high, middle, and primary—last year was 268. This year it is 264. The head-master thinks that his school would have done better at the entrance examination if some of the boys preparing for that test had not left the school just before the examination. The present entrance class consisted of 15 boys when I inspected the school, some of these will pass if great care is taken with their English and mathematics ; for many boys in the latter subject work examples very slowly and then bring out inaccurate results.

" There is much room for improvement in this school, but under good management there is no reason why it should not prosper.

165. *The London Mission School, Mirzapur (Aided).*—" There was a roll of 266 scholars in this school on the 31st March. Eight boys went up for the entrance examination, but only two passed. There seems to be something wrong in the genera management of the school. Neither the appearance of the students nor the discipline of the school is such as to leave a favourable impression on the mind of a visitor. The Hindi and Persian departments are in a very poor condition. The classification, too, is not what it might be.

166. *Church Mission School, Azamgarh (Aided).*—" This school, under its efficient and experienced head-master, Babu G. C. Bose, maintains its already established reputation. It sent up 8 boys for entrance and passed 5. The number of boys on the rolls at the end of the year was 222. This shows an increase in numbers, and from my own inspection and examination I can say the school has improved in instruction also. It is giving real assistance to Government in educating the youth of Azamgarh so efficiently.

167 *Gorakhpur Church Mission School (Aided).*—" Five candidates out of 11 passed in the last entrance examination. The school, under the supervision of the Revd. Mr. Stern, is doing fairly. In my examination the school did well. The classification is good and the teachers seem now to have learnt to some extent how to teach. Last year the Inspector in his annual report made particular mention of this, and I am glad his remarks have produced such a good effect.

168. *Victoria School, Ghâzipur (Aided).*—" The school has an able and zealous head-master. The assistant teachers are men who work with a will, and hence the school maintains its efficient state. Ten boys appeared in the last entrance examination and four passed. The number of boys on the rolls in the English department is 206, and my impression is that there will be a still further increase and the school will attain further and well-merited success. The school-rooms were very neat and the boys appeared very respectable. When I visited the school I found everything in good order and the general tuition in the classes is sound and effective.

169. *German Mission School, Ghazipur (Aided).*—" This school sent up 16 boys for the entrance examination and four passed the test. There are this year in the higher section of the school 28 boys. The number of boys on the rolls is 305. This shows an increase from last year. During this year the school has done as much good work as during the past years.

170. *Cooch Behar Training School, Benares (Unaided).*—" This school was recommended for a grant-in-aid by the Inspector of Schools, but the district board did not deem it necessary that, in addition to so many aided high schools at Benares, another aided school should be established. This school teaches to the entrance examination, for which five candidates appeared, but only two succeeded in passing the test.

171. " In addition to the above English high schools there are four Oriental high schools, viz., the Government School Gorakhpur ; Oriental department, Mirzapur ;

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Chashma-i-Rahmat aided school, Gházipur; and Oriental department, Victoria School. These schools sometimes send up boys for the Panjáb University examination as well as the Benares College Sanskrit examination, but there is a departmental examination of these schools conducted under a board of examiners. The Oriental school at Gorakhpur I found when I inspected the institution in a very bad state. Candidates seldom appear for the Panjáb University examinations. The Sanskrit classes are very thinly attended and the standard of instruction imparted to them is extremely low. Munshi Mahadeo Prashad was asked to conduct these examinations and he in his report about them writes: 'The Chashma-i-Rahmat and the Victoria Schools of Gházipur are doing remarkably well in point of instruction. The lower classes are well attended and fairly taught.. I cannot, I regret to say, report as favourably of the Oriental school, Gorakhpur, or the Oriental department, Mirzapur zila school. The insignificant existence of the 1st and 3rd classes (Persian department) of the Mirzapur and Gorakhpur Oriental zila schools respectively seems to be nothing but nominal, and classes as such cannot be termed classes by having only one student on roll. The divergency in the scheme of studies adopted in the several schools is also a thing worth noticing, as this threw considerable extra labour on the examiners, who were obliged to prepare several sets of question papers. I feel bound to suggest that the curricula of all these schools should be uniform, and it would considerably add to their efficiency if they were to adopt the scheme of studies of the Panjáb University.' I perfectly agree with the views of the Deputy Inspector, and should further suggest that, instead of these departmental examinations, the schools should send candidates only for the Panjáb University examinations, in Persian and Arabic, and for the Benares Sanskrit College examinations in Sanskrit.

Middle Schools (English).

172. "There are at the present time in this Division 14 middle English schools in accordance with the present recognized method of counting each grade or department of a school by itself as an entire institution. In the year ending on the 31st March these 14 schools counted 789 scholars on the rolls. This year the total number of passed candidates from these 14 schools in the middle class anglo-vernacular examination is 49 out of 130. Last year the number was 20 out of a total of 123 candidates. This compares very favourably for the present year and the improvement is satisfactory. The following remarks give detailed particulars of each of the 14 schools separately:—

173. *Mirzapur High School (Government).*—"The middle section of this school contained in the beginning of the year 54 scholars, but the average on the rolls during the year was 58·53. The average daily attendance for the year was 46·27. Out of the eight boys who appeared in the middle class anglo-vernacular examination five passed. The failures were chiefly in the 2nd language. The average cost to Government of educating each scholar has increased a little this year, but the head-master, Babu Rám Rúp Ghose, thinks it to be due to the receipt of a full year's arrear pay of four teachers and several officiating incumbents.

174. *London Mission Collegiate School (Aided).*—"The average number on the rolls during the year was 49 in the middle section of the school, and the average daily attendance 30. Seventeen students competed in the examination, but only 3 succeeded in passing the test. Last year this institution did not pass a single candidate, but this year the result, though not satisfactory, is a decided improvement.

175. *Jay Narain's High School (Aided).*—The school in its middle section had on an average 59 scholars during the year, and the daily average attendance was 48. Eleven boys appeared in the middle class anglo-vernacular examination, but only 3 passed and gained certificates. The failures were 7 in English and 8 in mathematics and 2nd language each, 3 in science and 7 in history and geography. This clearly shows that the boys deserved to fail. The present 3rd class did very badly at my examination, and it appears to me that the teachers in charge are incompetent.

176. *Bengalitola Preparatory School (Aided).*—"This school sent up 6 boys for the examination, but only 3 came out successful. This is not a bad percentage in comparison with the results of other schools. The present 3rd class, which contains 21 boys, has some intelligent students who will in the next examination do credit to the institution. The average number on the rolls in this section of the school during the year was 67.

177. *The London Mission School, Mirzapur (Aided).*—"Last year all the candidates from this school failed in the middle class anglo-vernacular examination, but this year the school has passed 4 out of 9 candidates. The failure was chiefly in English, mathematics, and 2nd language. The present 3rd class I found at the time I inspected the school to be in a miserable condition. It is evident they have not been well taught. The average attendance during the year was 60 and the number at the beginning of the year 54. The average daily attendance was 38·57. The teaching in the school is, I am sorry to say, not what it might be.

178. *Church Mission School, Azamgarh (Aided).*—"This school sent up 6 boys and passed 3. This is an improvement on the last year's result, when only 2 out of 6 boys passed. The number of scholars in the beginning of the year in this section of the school was 81, but the average number during the year on the rolls was only 62. This school has a very good head-master, and hence in future still better results may be expected.

179. *Gorakhpur Mission School (Aided).*—"This school stands conspicuous for the success of its boys in the middle class anglo-vernacular examination. Sixteen boys went up for the examination and 11 succeeded in passing the test. The school has a very energetic principal in the Revd. Mr. Stern, and I attribute to his guidance the good results of this year. The number on the rolls in this portion of the school at the beginning of the year was 83, but the average number on rolls during the year was 78 62.

180. *Victoria School, Gházipur (Aided).*—"This school, which has an established reputation, has done badly at the middle class anglo-vernacular examination. Twenty-one students appeared, but only three succeeded in passing. The failures were chiefly in English, mathematics, and 2nd language. The method of teaching in this school is good, but the results of this examination do not justify the very high opinion I had formed of this school when I inspected it in December last. The number at the beginning of the year in the middle section of the school was 76, but the average number during the year on the rolls was 82.

181. *German Mission School, Gházipur (Aided).*—"This school sent up 18 candidates for the middle class anglo-vernacular examination and succeeded in passing 6. The failure was chiefly in mathematics, in which subject 11 broke down.

182. *Giyanpur School (Aided).*—"This school has passed a very creditable examination. Three boys went up and all succeeded in gaining certificates. There is no higher section in this school. The head-master, Pandit Kashi Nath, deserves credit for the good result of his school.

183. *Deokali Anglo-Vernacular School (Aided).*—"This school did not succeed in passing any candidate in the middle class anglo-vernacular examination. Only one boy appeared for it and he failed in mathematics.

184. *Chashma-i-Rahmat School, Gházipur (Aided).*—"This school, too, failed altogether in this examination. Two boys went up, but both failed to pass the test. This is an Oriental school, and its English classes I found below the average standard when I inspected the school.

185. *Church Mission School, Basti (Aided).*—"I could not inspect this school in my tour, as it was then closed. It sent up 5 candidates for the middle class anglo-vernacular examination, but succeeded only in passing one, the failures being chiefly in English and 2nd language. The average daily attendance in the middle section of the school was 21, and the number on the rolls in the beginning of the year was 280.

186. *Anglo-Vernacular School, Ballia (Aided).*—"This school sent up 7 candidates for the middle class anglo-vernacular examination and succeeded in passing 4 of them. The school is doing very well under its able head-master, Babu Ram Narain Sinha. The number of boys in the school has increased considerably since last year, and the school now, on account of its increasing popularity and well-merited success, has been raised to the standard of a high school and a graduate added to the staff. The school building is, I believe, insufficient for the large number of boys who attend the school, and the boarding-houses need enlargement. The number of boys in the middle section of this school in the beginning of the year was 64, and the average number during the year for the whole school 287·9.

Middle Schools (Vernacular).

187. "On the 31st of March last there were in this Division 80 schools which teach to the standard of the middle class vernacular examination. The total number of boys sent up from this Division for the last middle class vernacular examination was 265 against 221 of last year. The number of passed candidates was this year 157 as against 27 of last year. It will thus be seen that the result of this examination is remarkably good. Only the Agra Division has succeeded in passing more candidates. Probably the lowering of the pass-marks has much to do with this good result, but there can be little doubt that if such had not been the case, the results this year would still have been much better than they were last year. This highly successful result shows clearly that the teachers have worked well and that the Deputy Inspectors have been strict and careful. The Azamgarh tahsili school, which has an English-knowing and very intelligent teacher, has done remarkably well. The same may be said of the pargana schools at Gahmar and Nauli, Gházipur district. The following are brief remarks on the middle vernacular schools of each district:—

188. *Azamgarh.*—"This district has 10 middle schools, *viz.*, five tahsili, three pargana, and two middle halkabandi. There have been this year in these 10 schools 83 pupils against 100 of last year. The Deputy Inspector thinks this falling off in numbers to be due to greater strictness in promoting only deserving boys. In the last middle class examination 25 candidates out of 29 were successful as against 15 out of 29 of the last year. Of the 5 tahsili schools, those at Azamgarh and Jianpur sent up 8 and 6 candidates respectively and passed all. The other three tahsili schools, *viz.*, those at Mau, Mehnájpur, and Máhul, sent up 2, 3, and 2 candidates and passed 1, 2, and 2 respectively. The Mehnájpur school did not do well in my examination. This school since February last has been removed to Deogaon. From each of the three pargana schools at Nizamabad, Muhammadabad, and Mubarakpur 2 candidates

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were sent up and 1, 2, and 1 passed respectively. At my examination the Mubárakpur school did not show much progress. The two middle halkabandi schools, *viz.*, at Atraulia and Dohríghat, sent up one candidate each and both were successful. This district stands first in this Division as regards the percentage of passed candidates.

189. *Gházipur.*—" There are in this district 13 middle class vernacular schools. These sent up between them 44 candidates, of whom 34 passed, *viz.*, 23 in the 1st, 9 in the 2nd, and 2 in the 3rd division. This result is a very great improvement on the last year's total failure and speaks highly of the work done by the teachers and of the careful supervision of the Deputy Inspector. The seven tahsíli and pargana schools of this district have on the rolls 649 boys against 668 of last year. The Nauli and Gahmar pargana schools have established reputations and both succeeded in passing all the candidates that were sent up for the middle class vernacular examination, *viz.*, 5 and 4 respectively. These schools have very competent teachers. The Saidpur tahsíli school passed all its 3 candidates and the Reotipur tahsíli school passed 2 out of its 4 candidates. The Bahriabad and the Korantadíh tahsíli schools are doing well. The Gházipur tahsíli school is the only middle school of this district which is doing very poorly. The head teacher is about to be dismissed, and the school may then improve. This school, the Deputy Inspector says, has never passed any candidates in the middle class vernacular examination. The six middle halkabandi schools are those at (1) Deokali, (2) Bírpur, (3) Sherpur, (4) Bilahri, (5) Budhanpur, (6) Suhwal. The schools number 1, 2, 4, and 5, passed 3, 3, 3, and 1 candidates respectively in the last middle class vernacular examination. The schools Nos. (3) and (6) failed altogether. Out of the 146 teachers of this district 127 are certificated. This district stands second in this Division as regards the percentage of passed candidates and second as regards their number. In my examination this district stood first.

190. *Gorakhpur.*—" In the year ending on the 31st March there were in this district 15 middle vernacular schools against 16 of the last year. The tahsíli school at Hata, on account of its inefficient state, was reduced to a halkabandi school. The four tahsíli schools of the district are those at Barhalganj, Majholi, Rámkola and Dháni. The former two passed 6 and 2 candidates respectively in the last middle class vernacular examination as against 1 and 2 of the preceding year. The Rámkola school has done badly both in my examination and in the middle class vernacular examination. The Dháni school, which has failed entirely in the middle class vernacular examination, did fairly in my examination. The pargana schools at Lár and Piprauli succeeded in passing 3 and 2 candidates respectively in the middle class vernacular examination. These two schools satisfied me when I inspected them. There are nine middle halkabandi schools and some of them are doing very well. The middle halkabandí school at Gola, which passed 3 candidates, all in the 1st division; those at Hardia, Chouria, and Gagha, which passed two candidates each, and that at Páli, which passed 3, are all very well managed and are proving useful. In my examination, too, these did pretty fairly. The halkabandi schools at Nunwan, Bánsgáon, and Gajpur passed one candidate each. The halkabandi school at Gopalpur did not succeed in passing any candidate, though I must say that at my examination it acquitted itself very fairly. These 13 middle schools sent up between them 51 candidates and succeeded in passing 32 against 7 of last year. This gives a percentage of 62·75 of successful candidates, which is very satisfactory. In this district, which is a very extensive one, people appear to be reluctant to send their children for instruction. This district has passed the greatest number of candidates in the middle class vernacular examination from this Division, but as regards percentage it stands fifth.

191. *Ballia.*—" There are in this district six middle schools, *viz.*, three tahsíli, two pargana, and one middle halkabandi. These schools between them sent up 24 candidates and succeeded in passing 16, *viz.*, 5 in the 1st division, 10 in the 2nd, and 1 in the 3rd, *i. e.*, 66·6 per cent. The Sahatwar and Sikandarpur tahsíli schools each sent up 3 candidates and passed one each. The Rasra tahsíli school sent up 2 and passed both. The pargana schools at Bánsdíh and Reoti sent up 5 and 11 candidates respectively and succeeded in passing 4 and 3. At my examination these schools did very fairly, and their good result at the middle class vernacular examination justifies the high opinion I formed about them. All the above-mentioned schools have full classes and excellent teachers. The Bhelsad middle halkabandi school has over 100 boys on the rolls. It sent up 7 boys for the middle class vernacular examination and succeeded in passing 4. The flourishing condition of this school demands that it be raised to the status of a tahsíli school

192. *Basti.*—There are 11 middle schools in this district, *viz.*, five tahsíli and six middle halkabandi. The number of boys on the rolls of these is altogether 129 with a daily attendance of 85·63. Last year the numbers were 75 and 50 41 respectively. This district has done very fairly in the middle class vernacular examination. Twenty boys passed out of 29, *viz*, 14 in the 1st and 6 in the 2nd division. In my annual examination the Haisar middle class halkabandi school could not take part, as it was quite out of my way; but it is evidently doing well, as all the 3 students sent up for the middle class vernacular examination passed. The Basti tahsíli school is doing very well. It sent up three boys for the middle class vernacular examination and all passed. The Bhánpur tahsíli school passed 2 out of 3 candidates

in the examination, but it did not do well in my examination. The Harria tahsíli school is in a flourishing state, though it succeeded in passing only one candidate for the middle class vernacular examination. The Bansi tahsíli school maintains its position. It succeeded in passing 3 boys out of 5 in the middle class vernacular examination. The Rája of Bansi takes some interest in the school and in popular education generally. The Mehdawal tahsíli school is improving: 3 out of 4 boys passed in the middle class vernacular examination. The Bakhra middle halkabandi school did very fairly in my examination and one boy succeeded in passing the middle class vernacular examination. The Rudhauli and Tighra middle halkabandi schools are both in a flourishing state. Each passed two candidates in the middle class vernacular examination. The Kukua and Maghar halkabandi schools could not produce any successful candidates for the middle class vernacular examination.

193. *Mirzapur.*—"In this district there are six schools which teach to the middle class vernacular examination standard, *viz.*, three tahsíli, one pargana, and two middle class halkabandi. They have altogether 48 boys on the roll as against 34 of last year. The district sent up 23 students for the middle class vernacular examination and succeeded in passing 11 against 6 of last year. On the whole the result is fair, but comparatively the district has not gained much distinction in this examination. The three tahsíli schools, *viz.*, those at Gopiganj, Chunar, and Ahraura sent up 6, 6, and 3 candidates respectively and succeeded in passing 3, 2, and 2. In my inspection I found the Gopiganj and Chunar schools doing fairly, but the Ahraura school requires a little more careful supervision, though it acquitted itself creditably in the last middle class vernacular examination. The Bhadoi pargana school passed its two candidates in the middle class vernacular examination, but did not quite satisfy me. The two middle class halkabandi schools are those at Kachhwa and Robertsganj. The former sent up two candidates for the middle class vernacular examination and both succeeded in gaining certificates. The latter failed altogether in this examination. The average daily attendance of this district as regards the middle section of the schools was 37·09.

194. *Benares.*—"This district contains five middle schools, *viz.*, two tahsíli and three middle class halkabandi schools. These counted 29 boys on the rolls last year, and this number has this year risen to 36. The district passed 11 out of 26 students in the middle class vernacular examination. The Benares tahsíli school sent up 10 students for the middle class vernacular examination, but succeeded in passing only three. In my examination I found that the school was not in a very satisfactory state. The Chandauli tahsíli school sent up three boys and passed one in the middle class vernacular examination. The three middle class halkabandi schools are those at Tirpat, Rasúlpur, and Nimaicha. The first two passed two candidates each, but the third failed altogether. The district has done very badly in this examination, being the last of all the districts of this Division. The middle section of the schools in my examination did very poorly, and, unless the supervision of these schools is very careful and intelligent, there is no hope that the district will ever show better results."

JHÁNSI DIVISION.

195. The following remarks on the condition of the secondary schools of this Division are taken from the Inspector's report:—

Zila Schools.

Kálpi (Jalaun).—"The roll and average daily attendance (*i.e.*, in both the middle and primary departments combined) have slightly risen from 80 and 62 to 82 and 65, with a corresponding increase in the fee receipts, being Rs. 233 against Rs. 222 for last year; but the number of boarders has fallen off from 20 to 9, 5 of whom are stipendiaries—receiving, 4 a halkabandi and one a Government vernacular scholarship, the rest being self-supporters.

"All the 5 boys of the 3rd class were sent up at the middle-class examination, of whom 4 appeared and 2 of these passed, one each in 1st and 2nd divisions, the other 2 having failed, one in English and one in mathematics.

"The result of my own annual examination of the other two classes, the 4th and the 5th, in the middle of January, was far from satisfactory. Both the classes were very deficient in English and their pronunciation was particularly bad; but the former was in general fair in 2nd language and mathematics, in both of which subjects, however, the latter made a sorry figure, especially in arithmetic, in which there were bad failures.

196. "The need of a house for the superintendent of the boarding-house in connection with this school, and of a partition wall to divide the long school-room into two apartments for the upper and the lower classes, in order to prevent noise and confusion, is badly felt.

197. *Jhánsi.*—"Here there has been a marked improvement both in the enrolment and attendance and the fee income, being respectively 106 and 88 and Rs. 291, against 77 and 65 and Rs. 236, which, notwithstanding the increase in the expenditure, consequent chiefly on the addition of the extra teacher to the tuitional staff and

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the filling up of the post of the superintendent of the boarding-house, has resulted in reducing the total annual cost and cost to Government of educating each scholar from Rs. 49·11 and 44·15, respectively, to Rs. 34·01 and 31·12. The boarding-house, which was opened last year with three inmates (one a halkabandi scholarship-holder, and the other two self-supporters) is not progressing as it should, not a single boarder being added to the number during this second year of its existence. This arises chiefly from the fact that, with the single exception just mentioned, no boys have been sent up to the zila school from the halkabandi schools of the district with a halkabandi scholarship, such scholarships being almost exclusively allowed by the district committee for progress to the tahsíli schools, although according to para. 10 of G.O. No. 159, dated the 15th March, 1873, they can be held at the tahsíli schools, as well as at the zila school, between which they should be shared in a fair proportion.

"All the 4 boys composing the 3rd class went up at the middle class examination, of whom 2 passed, one each in 1st and 2nd divisions, the other two failing, both in mathematics, and one of these in English also.

"The 4th and the 5th classes acquitted themselves well on the whole at my annual examination in December. The former was very fair in English and generally fair in the vernacular (Urdu and Hindi), but bad in mathematics; while the latter did very fairly in all subjects.

198. *Lalitpur.*—"The roll and the average daily attendance have risen from 68 and 49 to 88 and 61, and the fee collections from Rs. 176 to 211, with a proportionate decrease in the total annual capitation cost, and the cost to Government, being respectively Rs. 46·97 and Rs. 43·51 against Rs. 56·41 and Rs. 53. The boarding-house continues to be in the poor predicament it has been in for several years past, having only three inmates, all self-supporters, which has necessitated a curtailment of the fixed establishment.

"Two out of the three 3rd class boys passed in the middle class examination, both in the 2nd division, the third failing in history and geography only. This success is, however, no matter for congratulation, the boys having been in the class for two years and over, and being the remnant of this same class of five boys who had all failed in the last year's examination. In fact, at my annual examination in November last I found all the three boys backward in all subjects. The results in the other two classes, the 4th and the 5th, were equally unsatisfactory, both being, numerically as well as tuitionally, very weak, if not actually bad. One of the two boys of the former and the single one of the latter present from an enrolment of three and two, respectively, were fair on the whole, except in arithmetic, in which there were entire failures.

Municipal Anglo-Vernacular Schools.

199. *Kúnch and Orai (Jalaun).*—"The roll and average daily attendance of both the schools combined are returned, respectively, 106 and 79 against 79 and 53. The middle section of a class or two consists of 9 boys on the rolls against 3 for last year, the excess of 6 being credited to the Orai municipal subscription school, which with that number figures as a middle school now for the first time. The Kúnch municipal school has thus the same three boys in its so-called middle section of a single class which it has been returning and sending up, with some variations in the names, at the middle class examination during the past three years, not one of whom, although one boy has appeared at all the three, and two at the last two successive ordeals, has come out successfully. The Orai municipal school had only the 4th and 5th, or the preparatory middle classes at the time of the last middle class, as well as my annual examination, at which latter 3 boys were present from both the classes from a roll of 4, who were fair on the whole in English and Urdu, but deficient in Hindi, and very backward in arithmetic.

Middle Schools (Vernacular).

200. "The 17 schools which belong to this head are the middle sections, consisting of the 1st and 2nd classes of 12 out of the 13* tahsíli-*cum*-pargana (the remaining one, Mau in Jhánsi, having the primary section only), and the 5 higher class halkabandi schools, 4 in Jalaun and one in Lalitpur. The total enrolment at the close of the year was 77, against 74 last year. Thirty-six boys were sent up at the middle class examination from all the 12 middle tahsíli, 8 pargana, and 3 of the 5 higher class halkabandi schools (*i. e.*, 2 of Jalaun and one of Lalitpur), of whom 34 appeared, and 17, or exactly half the number, passed by the reduced standard (5 in 1st, 11 in 2nd, and 1 in 3rd division); and 21 private students (including the two examined from the Jhánsi zila school, of whom 17 made an appearance and only 2 passed, *viz.*, one of the two from the Jhánsi zila school in 2nd division and one Government *employé* passed by the special standard.

Jalaun	...	5
Jhánsi	...	6
Lalitpur	...	2

"The 2nd classes, numbering 14 in all (3 of the 5 tahsíli middle sections in Jhánsi being *minus* a 2nd class), passed on an average 13 boys out of the 35 present from a roll of 40 at my annual examination; those of Jalaun and Lalitpur doing very fairly on the whole, but of Jhánsi being, both numerically and tuitionally, very weak and defective.

201. "Detailed particulars of the above summary review follow, district by district:—

Jalaun.—"All the 5 tahsíli and 2 of the 4 higher-class halkabandi schools (the fifth, Jaisári, which was ranked as such last year, having very properly been reduced to the primary class status), contributed 19 candidates to the middle class examination between them, of whom one kept back and 8 out of the remaining 18 passed, as per detail in the margin."

	School.	Number of candidates.	Number passed. 1st grade.	Number passed. 2nd grade.
Tahsíli.	Jalaun ...	9	2	2
	Orai ...	3	2	1
	Kálpí ...	1	...	...
	Kúnch ...	2	...	...
	Madhogarh ...	1	...	...
Higher class halkabandi.	Kuthaund ...	...	...	...
	Gohan ...	2	...	...
	Umri ...	...	...	...
	Sahúo ...	1	1	...

Thus among the three districts in this revenue and education Division Jalaun has again done best, passing as it does nearly one-half of the total number of successful boys in the middle class examination credited to the whole Division (*viz.*, 17), and claiming the credit of counting all the five passed in the 1st grade from the Division amongst its quota of the successful eight.

202. *Jhánsi.*—"This district has had better success this year than in the one preceding. The five middle tahsíli schools sent up altogether 12 candidates at the middle class examination, of whom 11 appeared and 5 passed (4 in 2nd and 1 in 3rd division), against none out of the same number who went up last year.

School.	Number of candidates.	Number passed. 2nd division.	Number passed. 3rd division.
Barwa Sagar ...	4	2	1
Gursaráí ...	1	1	...
Bhánder ...	3	1	...
Moth ...	2	...	...
Ranipur ...	2	...	...

203. *Lalitpur* "has achieved unprecedented success in the year's middle class examination, in which 4 out of the 5 boys sent up passed, all in 2nd grade, *viz.*, 2 from the Mahrauni and one from the Tálbehat tahsíli schools, and one out of the 2 from the Mahrwara higher-class halkabandi school. Ever since the institution of the middle class vernacular examination system but one boy had passed in 1876, and this too in the lowest grade, whereas 4 have now passed in 1883-84, all in 2nd grade. For this marked success the district is indebted, so far as the subordinate inspecting agency is concerned, to the indefatigable labours of Munshi Sri Narávan, late Officiating Deputy Inspector (since appointed permanently to the post at Fatehpur as a reward for his good hard work here), who had been instrumental in the formation of middle classes in its tahsíli and higher-class halkabandi schools; and latterly to the zeal and ability of the late Deputy Inspector in the person of Pandit Baldev Prasad, who himself taught the successful boys in the course of his visitation and examination of the schools during the short time he remained, and in whose deeply-lamented premature death the district has lost one of the best Deputy Inspectors it ever had."

KUMAUN DIVISION.

204. The total number of middle schools shows an increase of two, which have been raised from the primary grade. The average attendance has risen from 94 to 135. The Almora Mission school is very prosperous, the attendance being larger than it has been for many years, and it shows, year by year, signs of steady growth. The average daily attendance has increased considerably, being 28 against 17 in the high, 39 against 31 in the middle, and 362 against 245 in the primary classes. Ten boys were sent up for the entrance examination, of whom two passed in the 2nd division.* This disheartening result is mainly attributable "to weakness of the pupils in Sanskrit combined with an unfair test in that subject. Three of the most promising students were plucked only in this paper, and though efforts were made to secure their re-examination, they were not successful. Seventeen boys were sent up for the middle class anglo-vernacular examination, of whom 9 passed, 6 in the 1st and 3 in the 2nd division—a very fair proportion, though not quite so good as the previous year. Three private candidates also appeared, of whom two passed

"A great success was attained by the Mission girls' school in this examination, for all the 6 candidates who were sent up succeeded in passing. It was said in my last report that the two boys who passed the entrance examination were in the 2nd division. It, however, turned out subsequently that one boy passed in the 1st and one in the 2nd division.

"*Shiuraj Sanskrit Pathshala.*—This institution has been raised to the position of a high school. There has been some improvement in attendance owing probably to the opening of a *Pragya* class which has sent up two boys for that examination. The school is doing good work, and if it continues steadily for some years it may produce some good scholars of Sanskrit.

Chopra Mission School.—"This school continues to deserve the commendation given to it last year. The result of the middle class anglo-vernacular examination was

* This school should have been credited in the Report for 1882-83 with passing one boy in the 1st division and one in the 2nd, instead of two in the 2nd. The boy in the 1st division obtained a Government scholarship and joined the Muir Central College.

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creditable to the head-master, 3 candidates out of 7 sent up passed, 2 in the first and one in the 3rd division. I found 141 boys present. The Naini Tal Mission school has been raised from primary to middle class. I found 106 boys present. The school is under the charge of the Revd. Mr. Kirk, and it is hoped that some candidates may go up for the next middle class examination. The Persian teacher has attended to my instructions given him last year and introduced grammar, which was not taught before.

205. "The middle class vernacular examination in my Division shows better results this year: 5 candidates from Kumaun, 6 from Garhwál, and 10 from the Tarái went up, of whom one passed in Kumaun, one in Garhwál, and 8 in the Tarái district. But when compared with other districts of these Provinces Kumaun and Garhwal have done miserably indeed. I am inclined to think that this poor result could be traced to the boys and their parents not yet fully appreciating the advantages of middle class education, and the former being averse to hard work without which success cannot be obtained. Except in towns, such as Almora, Káshipur, Jaspur, and Paori, where the results of this examination are almost always better, the people, being chiefly devoted to agricultural work, do not care for the higher class of education, which they look upon only as the means of obtaining Government service. The day is yet distant when the people will like education for its own sake or as a help in their every-day life. But the Government should continue to provide this class of education where it is in the least appreciated. I cannot conceal the fact that in some cases the teachers are responsible for the bad result of the middle class vernacular examination. Some of them are very old servants of Government and cannot be dismissed without great hardship to them. But as they are now approaching to pensionable ages, they will, in a few years, be replaced by a better class of men.

206. "The following description of tahsili schools will show their present condition:—

"*Sumesur.*—Attendance 56, showing an increase of 7. The school has not advanced in point of study. With the exception of mathematics, the two upper classes were weak in every subject; and it was well that the Sub-Deputy Inspector did not send up any of the pupils for the middle class examination.

"*Bugwalpokhar.*—The number of scholars is 84 against 81 last year. One boy went up for the middle class examination, but failed. He was weak in Euclid and geography. The 2nd class is wanting and should be formed. The 3rd and 4th classes did well in history, but they made mistakes in writing to dictation.

"*Sialdi.*—There is a decrease of 8 pupils, the number present being 81. The only boy in the 2nd class was weak in physical science and geography. The lower classes were not up to the mark. The members of the local sub-committee seem to take interest in the school.

"*Beninag.*—This school has been transferred to Kheti Khan for insufficient attendance. It is expected that this change of locality will benefit the school.

"*Dewalthal.*—Attendance 51, or 18 less than that of last year; but there is considerable improvement in tuition. One boy passed at the middle class examination.

"*Choupakhia.*—Decrease of 15 boys; 75 were present. It is hoped that the numbers will soon increase, the boys being engaged in field work at the time of my inspection. The Pandit is an old man whom it is proposed to pension, and with the change of teacher it is hoped the school may improve.

"*Bainloi.*—This school, which was described as no better than a halkabandi school class year, has been transferred to Súmári, where the people seem to appreciate middle class education. Eighty-one boys were present, which is very creditable as a beginning.

"*Malkota.*—There is an increase of only one pupil in attendance, which was 58 against 57 of last year. One boy went up for the middle class examination, but failed. The lower classes did well.

"*Kot.*—Attendance 60, showing an increase of 8 over that of last year. This is the only tahsili school in Garhwál which was successful at the last middle class examination. One boy went up and passed. The result of my inspection of the school was creditable to the Pandit.

"*Pokhara.*—Eighty-two boys were present at my inspection. This school has been reported on favourably from year to year. It passed 2 boys at the middle class examination in 1882, but the Pandit's illness has this year interfered with the progress of the school.

"*Kashipur.*—The attendance is nearly the same as last year. This school continues to improve. As expected in last year's report it has passed 7 boys out of 8 at the middle class examination. The teacher and his assistant have done good work.

"*Jaspur.*—This is the best halkabandi school in the Tarái district. It seldom fails to pass candidates at the middle class examination. It has passed one boy this year also. I found 96 boys present and the result of my examination was creditable to the Pandit, who has just recovered from a severe illness."

OUDH DIVISION.

207. *Lucknow.*—The Principal of Canning College reports as usual on the school under his superintendence. The number on the rolls was 227, and the branch school,

lately separated from the college school, had 444 pupils; making a total of 671, which is an increase on the total number of last year. There is a gradual increase in the number attending the higher classes, which shows that more boys are now completing their education than formerly. Fourteen students passed the entrance examination, 11 of these being in the 2nd division, and 21 passed the middle class examination.

208. The entrance class was not one of striking merit, but it was anticipated that 20 students would be successful. There are so many causes that influence the success of a class other than the teacher's own labour and forethought, that it is difficult to explain the results when these fall short of what we expect. The preparatory entrance class did fairly well in the examination conducted by the Principal and the Professor of Mathematics. The boys of the 3rd class did well in the middle class examination; 45 candidates were sent up and 21 were successful, 5 of whom passed in the 1st division, and 3 gained Government scholarships. The boarding-house is in good order.

209. In the branch school the numbers have increased from 424 to 444. The proportion of Muhammadans (121 to the total number is still on the increase, showing that Muhammadan parents no longer consider a knowledge of Persian with occasionally a little Arabic as sufficient for their boys, and that they now attach some considerable importance to an English education. All the classes of the branch school were examined at the end of the year by the principal and the college staff, and the results which are given in detail in the report appear to have been very satisfactory.

210. Mr. Nesfield, the Inspector, reports as follows on the ordinary secondary schools, English and vernacular, of the Oudh Division :—

High Schools, Oriental and English.

"*Ayudhya Sanskrit School.*—This school was opened only four years ago. Nothing but Sanskrit is taught. In December, 1882, it sent up its first batch of pupils for the *Prathama Pariksha*—that is, the first or entrance examination of the Benares Sanskrit College. In that year it succeeded in passing 9 candidates out of the 14 who appeared. In the year under report it has scored another victory. In December, 1883, 15 candidates appeared for the same examination and 7 came out successful. To have obtained such a good result two years running is very creditable to the pandits who constitute the teaching staff. The minimum of marks required for passing the Benares examination is rather higher than that required for the Calcutta entrance; for no candidate in the former can pass unless he obtains 33 per cent. at least in each paper and not less than 40 per cent. of the maximum allotted for *all* subjects combined. There were only 4 candidates out of the 15 sent up who failed to get 40 per cent. of the total; but as some of the 11 remaining were not able to score as many as 33 per cent in one or more of the individual subjects, they were not considered to have passed. The teaching staff consists of only three pandits on salaries of Rs. 40, 30, and 20 respectively. Besides preparing 15 candidates for the *Prathama Pariksha* already described, they were engaged throughout the whole of the year 1883 in preparing a first year class (made up of the passed candidates of December, 1882,) for what is known in the Benares College as the *Madhyama Pariksha* or "intermediate examination," so called, because it stands midway between the *Prathama*, or entrance and the *Acharya* or highest. Since January, 1884, the old first year class has become a second year one, and a new first year class has been formed out of the passed candidates of December, 1883. Thus at the present time there are two classes preparing for the intermediate examination, besides the new one formed in January for the entrance examination. Below these three classes there are two more studying for admission into the entrance class itself. Whether the three pandits who constitute the staff will be able to keep five different classes at work remains to be seen; but in any case they are making the attempt, and their efforts thus far have been successful. Ayudhya is full of private pátshálas. There are no less than 20 at the present time attached to the different temples of the city, and these are attended by 350 students, all of whom are liberally housed and fed free of cost. This is an attraction against which the Government school has nothing to offer except its superior teaching and the local scholarships founded by Mr. Woodburn, the late Deputy Commissioner of Fyzabad, and maintained by Mr. Boys, his successor. Were it not for these scholarships and three or four more provided by private liberality elsewhere, many of the students would not be able to continue their studies and the Government pátshála would fail. Scarcely any of the students are natives of Ayudhya itself. Sixteen have come from Fyzabad, 2 from Lucknow, 1 from Sitapur, 1 from Rae Bareli, 8 from Gonda, 5 from Bara Banki, 1 from Kheri, 2 from Sultanpur, 3 from Unao, 1 from Agra, 1 from Allahabad, 1 from Mirzapur, 2 from Chapra, 1 from Tirhoot, 2 from Darbhanga, 1 from Muzaffarpur, 3 from Gorakhpur, 4 from Basti, 1 from Patna, 1 from Budaun, 1 from Karasi, 1 from Mainpuri, 1 from Bilaspur, 1 from Thaneswar, 1 from Malwa, 1 from Gujrat, 1 from Utkal, 1 from Azamgarh, 1 from Gaya, and 1 from Travancore. Thus there is scarcely any province in the Empire which is not represented at this small school. The progress which the Ayudhya pátshála has made during the short period of its existence is no doubt largely due to the veneration in which the city itself is held by the Hindu commu-

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nity. But this does not detract from the merit of Pandit Debi Prasad, the head-master, under whose auspices the school was first opened, and by whose care and diligence it has achieved its present success.

English High Schools.

211. "The number of English or anglo-vernacular schools of the higher class has remained what it was in 1882 and preceding years. Each of the 12 districts of Oudh is sufficiently provided. Lucknow has the Canning Collegiate school (secular), the Centennial school (American Mission), and the Rája-ka-Bazar (Church Mission) school, all of which are aided by Government to the extent of about half their total expenditure. Every other district has a Government school of the higher class at the head-quarters station. The Gonda district has an aided school of the higher class at Balrampur, in addition to the Government one at the head-quarters. There are several other English schools teaching up to the middle or primary standard, which will be reported on hereafter in their right places.

212. "To take the Government zila schools first. The comparative statistics for the last two years (as regards attendance, fee receipts, and expenditure) are shown in the following statement. In the statistical returns published in the appendix to this report, the lower, middle, and upper sections are discriminated as if they were distinct schools. But the statement given below exhibits each zila school as an undivided whole, which is certainly nearer the truth:—

Year.	Number of schools.	Average monthly enrolment.	Average daily attendance.	Fee receipts.	Total expenditure.	Average cost per pupil.
				Rs. a. p.	Rs. a. p	Rs. a. p.
1882-83	11	1,592	1,333	7,100 10 3	57,096 14 7	42 13 4
1883-84	11	1,757	1,490	8,078 12 10	57,149 7 7	38 5 8

"It will thus be seen that the schools in question have made about as much progress since the previous year as they made in 1882 against the year 1881. The average monthly enrolment has risen by 164, the daily attendance by 157, and the fee receipts by Rs. 978, while the average cost per pupil has fallen from Rs. 42 to Rs. 38 per annum.

213. "The following statement shows how the classification stood on 31st March, in the last two years;—

Year.	Enrolment at close of year in each section and class.														Grand Total.
	Lower primary section.					*Upper primary section.*			*Middle section.*			*High section.*			
	X.	IX.	VIII.	VII	Total.	VI.	V.	Total.	IV.	III.	Total.	II.	I.	Total.	
1882-83	8	44	224	364	640	282	345	627	212	151	363	102	101	203	1,733
1883-84	9	63	278	374	724	294	292	586	251	196	447	104	113	217	1,974

"Classes X. and IX., in which the first elements of English are taught, scarcely exist, as the greater part of this work is done in the branch schools provided for the purpose. All the remaining classes go in pairs: classes VIII. and VII. being the lower primary, classes VI. and V. the upper primary, classes IV. and III. the middle, and classes II. and I. the higher. Each section shows some increase upon that of the previous year, and the total increase in the four sections combined amounts to 241.

214. "Each of these sections is tested by an examination of its own. Class I. undergoes the entrance examination held by the university; class III. the middle examination held departmentally by a board of examiners, class V. is tested by the upper primary examination held by the head-master; and class VII. by the lower primary, which is also held by the head-master. In the following statement the results of these four examinations are shown for the last two years:—

Year.		*Lower primary examination.*		*Upper primary examination.*		*Middle class examination.*		*Matriculation examination.*	
		Examined.	Passed.	Examined.	Passed.	Examined.	Passed.	Examined.	Passed.
High schools ...	1882-83 ...	314	205	236	133	103	87	52	40
	1883-84 ...	378	279	220	184	106	78	62	31

"In the lower primary examination the number of passmen has risen by 74, in the upper primary by 51, and in the middle by 36. In the matriculation examination the number of passmen has fallen from 40 to 31. The percentage of passmen to examinees in this examination is exactly 50; a higher proportion than the aggregate of the North-West and Oudh combined, or of any other province which sent up candidates, except Bengal and Assam. In these two provinces the percentages are 54 and 51 respectively. The Government zila schools of Oudh are but little behind them.

215. "The 2nd class has undergone no regular examination hitherto except what it receives from its own head-master at the end of the year or from the Inspector of Schools at the time of his annual visit on tour. But standing as it does immediately between the entrance and middle classes, both of which undergo a public examination, it deserves to be tested by some public ordeal of its own, and this will be carried out in future. A board of examiners has been selected for this purpose from the different zila schools, and notice has been sent to all who are concerned. The papers will be printed, and the same rules and precautions observed as at the entrance and middle class examinations. It is hoped that the establishment of this examination will give the 2nd masters and the 2nd classes a more definite aim and status than they enjoy at present; and that the students will be better prepared for admission into the entrance class.

216. "The following remarks show the state of the Government zila schools individually. The high sections, those which are in special preparation for the university, will be most prominently mentioned in this place. The middle sections will be separately noticed hereafter under their proper headings.

Unao.—"For several years past I have been reporting that the attendance at this school has probably reached its maximum; but the year under report has again closed with an increase of 23 students—177 against 154. The average daily attendance has risen by 24, and the cost of tuition, taking all sections of the school together, has fallen from Rs. 26 to Rs. 23 per student. The entrance class at the beginning of the year 1883 was an unusually small one, consisting of only three boys. All of these went up for the examination in December last and all passed, two in the 2nd, and one in the 3rd division. Two more students joined the entrance class in the latter half of the year, and one of these passed in every subject which the school could teach him. He failed only in his 2nd language (Sanskrit), for which no teacher existed on the staff. On the whole, then, the entrance class did very well and the students who have passed have reaped the reward of their labours by finding suitable employment. The school accommodation has been improved by the long-needed addition of two new class rooms. The boarding-house has long been in a most dilapidated and unsightly state, but I am informed by the president of the district board, with whom the control of the boarding-house rests, that funds have at last been provided and that the building will be thoroughly repaired this year. Mr. Mutti has managed the school with his usual ability, and he justly speaks of his subordinates in high terms.

217. *Bara Banki.*—"The year under report closed with 172 students on the roll. This is the largest enrolment that the school has ever had since its establishment, and is nearly double what it was five years ago. Among the students enrolled six are the sons or nephews of taluqdars, who have been induced to join the school by the Deputy Commissioner, Major Noble. The proportion of students attending each of the four sections (the upper, the middle, and the two primary sections) is much the same as it was in the previous year. The school did very well in the local and departmental examinations, but was less successful than was expected in matriculation. Of the 6 candidates who appeared only one passed, and he only in the 3rd division. All passed in Persian and all but one in English. The papers in which they failed were those on history and geography. These subjects, as they are generally considered easier than any others in the entrance course, must have received too little attention. There has been no change of any kind in the tuitional staff, and the head-master (Babu Hem Nath Majúmdar) speaks well of all his assistants. The boarding-house now contains 13 inmates against 11 of the year previous; all of these except one, who holds a scholarship, are paying their own expenses as boarders.

218. *Sitapur.*—"There has been an increase of 18 in the average daily attendance, and of 8 in the enrolment, since the previous year. The enrolment now amounts to 161, and this is the highest number that the school has ever scored since it was established. The town of Sitapur is not much larger than the two already named, and as there are no less than four branch schools, it is a matter of surprise that the number of students at the main school continues to increase. The fee receipts have increased by Rs. 146. The total collection last year reached the sum of Rs. 698. At the commencement of the calendar year 1883, when the school re-opened after the close of the winter vacation, there was no likelihood of a new entrance class being formed; for there was only one student in the class immediately below who was fit to be promoted. But in the month of March 4 students from other zila schools (two from Lakhimpur and two from Rae Bareli applied for admission in preference to remaining at their own schools, and were taken in as boarders. These with two

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other students from the Sitapur school itself formed the entrance class of the year 1883. Four out of the six appeared for the examination and all passed, one in the 2nd division and the rest in the 3rd. As these students had received only nine months' training and as one of them had been promoted direct from the 3rd and not from the 2nd class, the result is very creditable not only to the students themselves but to their teacher, Babu Mahendra Nath Datt, the head master. The school has an excellent boarding-house attached to it, and the number of inmates at present is 20, 12 of whom are living there at their own expense—that is, without the help of scholarships.

219. *Hardoi.*—" As in the case of the three schools already reported on, the increase in the number of students is out of all proportion to the smallness of the town, and exceeds anything that the school has ever had before. The enrolment on 31st March stood at 201—a rise of 40 since the previous year. This increase is to a large extent due to the high reputation which the school has acquired outside its own station and district. Students have come in from several neighbouring districts. The cost of education, reckoning all sections together as parts of a single whole, has fallen from Rs. 32 to Rs. 29 per pupil. Out of the 11 students enrolled in the entrance class at the time of the last examination 9 were sent up, and 4 passed—all in the 2nd division. One of these is now continuing his studies at the Lucknow college and the other at Benares. The recent enlargement of the boarding-house was not carried out a day too soon. The number of inmates is now 26, and all the available space has been filled. There has been no change in the tuitional staff: the management of the school has remained as before in the charge of Babu Ishan Chandra Banerji, in whose hands it has reached its present high status of popularity and success.

220. *Kheri.*—" The insignificant town or village of Lakhimpur, in which this school is situated, cannot be expected to supply an attendance equal to that of the schools previously named. For several years past the number on the roll has barely exceeded 80. Now for the first time it has reached 101. Munshi Mendi Lal was appointed head-master in April, 1883. This is the first example, in the history of public instruction in Oudh, of a man brought up and educated at one of our own zila schools, as Munshi Mendi Lal has been, being appointed a head-master. All the other head-masters still serving were educated at other institutions. Four candidates out of an enrolment of 5 in the entrance class appeared for the matriculation examination and two came out successful—a result similar to that obtained in the year preceding. One of these is now continuing his studies at the Canning College, where he receives a scholarship from the college funds. A handsome prize was awarded to the best boy of the school by Sayyad Raza Husain, late Deputy Inspector of Schools in the Rae Bareli district and now Extra Assistant Commissioner in the Kheri district. The school-house is a large and commodious building; but a boarding house is still a desideratum. The matter was taken up last year by the district board, and plans and estimates were actually prepared and signed. But eventually the project was postponed in favour of other requirements believed to be of a more urgent nature. The school staff has worked well, and I was well satisfied with the state of the different classes when I examined them in March last.

221. *Fyzabad.*—" The first arts classes at this institution have been already described. The entrance class sent up 11 boys for matriculation. Of these, six passed, all in the 2nd division. The matriculation work has been divided among the same teachers as those who prepare the first arts classes, and the success which has thus attended their double labour is much to their credit. All the other classes are in good order; and special commendation is due to Munshi Jokhu Ram, Pandit Mahesh Parshad, and Pandit Lachhman Parshad (the 4th, 6th, and 7th masters respectively), for the high state of proficiency to which they have brought the students in their respective subjects. Munshi Tej Rae, who teaches the Persian of the entrance and first arts classes, and whose pupils very rarely fail in these examinations, deserves to be equally commended. There are 20 inmates in the boarding-house and there is room for more, but (as the head-master reports) most of the students who come from a distance prefer taking their own quarters or living with their friends in the city. Mr. Budden, the head-master, left for England on furlough in the middle of March, and his place has been taken by Mr. D'Cruz.

222. *Gonda.*—" There has been a large increase in the numbers at this school, as has been the case in the other schools already reported on. The total enrolment at the close of the year under report was 200 against 154 at the close of the year previous. The average daily attendance has increased by 22, and the fee income by Rs. 120. In the entrance examination the school was unsuccessful. Out of the 4 boys presented none passed; a mishap such as has not occurred before during the incumbency of Babu Ram Mohan Banerjia, who has been the head-master of the school for the last 12 years. The failure was not his fault, nor was it unexpected; for the same batch of students had acquitted themselves very badly in the middle school examination held two years previously, and their want of quickness was observed by myself in the examination which I held in November, 1883, and was recorded in the visitor's book. The Oudh students are as a rule very successful in the 2nd language. But this year three out of the four candidates were plucked in this subject

only, and this may be taken as a fair indication of what their general abilities and acquirements were worth. The failure of the entrance class is the only unfavourable feature in the results of the year's work. In the middle and primary examinations the school did very well; and the students who have just been promoted to the entrance class are of better calibre. There have been a few changes in the staff. The 6th master, Pandit Prag Datt, a most industrious and successful teacher of many years' standing, died of fever in September, and the 2nd master, Munshi Ram Ratan Lal, has been sent to Fyzabad. Both teachers will be much missed.

223. *Bahraich.*—" The numbers attending this school have risen from 138 to 155. The town is a large one—the third largest in Oudh; but the people are as a rule poor, backward, and prejudiced. The increase recorded is therefore satisfactory. Four students were sent up for the last matriculation examination and one passed, in the 2nd division. I concur with the head-master (Babu Kali Das Mukerjia) in thinking that the success of the year's work was marred by the sickness which prevailed, both in the city and district, during the autumn months preceding the examination. The Deputy Inspector, in his report on the village schools of the district, gives the same explanation of the want of progress in those schools, and this explanation has been endorsed by the president of the district board. There are now three branch or ancillary schools attached to the zila school, of which two are of long standing and one was opened a few months ago. A boarding-house is still wanted, and I have brought the matter to the notice of the proper authorities. As there are one aided and three unaided English schools in the Bahraich district, each of which might be expected to send pupils to the zila school to be prepared for matriculation, a boarding-house would probably be of much use to such students. The school-house is now being repaired and enlarged. Hitherto it has been the most unsuitable building of its kind in Oudh.

224. *Rae Bareli.*—" The enrolment has risen from 177 to 209, which shows an increase of 32; and the average daily attendance has increased by 30. The fee receipts have risen from Rs. 925 to Rs. 1,034. The tuitional results have been equally satisfactory both in the entrance and the middle school examinations; and Mr. Roberts and his staff are to be congratulated on the success which has attended their labours during the past year. Four students were sent up for matriculation, and of these all passed, three in the 2nd and one in the 3rd division. Another student was prevented from appearing by an accident which compelled him to remain in his house. Mr. Roberts gives full credit to Pandit Madho Prasad Tiwari, his 2nd master, who not only superintended the boarding-house during the year, but gave extra tuition to the matriculation students out of school-hours. The 3rd master, Sayyad Rashid-ud-din, has obtained the post of educational secretary to the Nawab of Tonk, and has practically left the department after a service of some 14 years. There is much need of an additional teacher for the lower classes, as the existing staff is now decidedly too small for the numbers; the matter will be represented through the proper channel when the next budget is prepared. The Simri boarding-house, which in its uncompleted state belonged only to those students who came from the Simri estates, is now at last being enlarged by the addition of a distinct wing which will accommodate inmates coming from any other part of the Rae Bareli district or elsewhere.

225. *Sultanpur.*—" Here, too, the increase in the number of students has been as large or larger than could have been expected in so small a town. The enrolment has risen from 166 to 173, the average daily attendance has increased by 13, and the fee receipts by Rs. 95. Seven students were sent up for the last entrance examination, and of these 4 passed—one in the 1st, two in the 2nd, and one in the 3rd division. Another candidate passed in every subject except Sanskrit, for the teaching of which suitable provision does not exist in the school staff. Of the 4 who matriculated, 3 are now continuing their studies for the first arts examination—one at Fyzabad and 2 at the Canning College, Lucknow. The school was examined in February last by Mr. Graves, the Assistant Inspector, who speaks highly of the general tone of the school, the demeanour of the students, and the general efficiency of all the classes. The success and popularity of this school are chiefly due to the head-master, Babu Madho Sudan Mukerjia, who has been attached to it for a much longer period than any of the teachers serving under him. Much of its success is also due to the encouragement which the passed students have received and still receive from Mr. Harington, the Deputy Commissioner.

226. *Partabgarh.*—" The town of Bela, in which this school stands, is very small and insignificant. But the attendance is not small in proportion. The enrolment has increased from 151 to 180, and the average daily attendance has increased by 14. The fee receipts have increased by Rs. 274. The total annual cost of educating each pupil was only Rs. 27. More than half of the students came from neighbouring villages and not from the town itself. Five students were sent up for matriculation and 2 came out successful—one having been placed in the 1st division and the other in the 2nd. The boarding house has been well attended and the number of inmates has risen from 21 to 28. The taluqdars and other native gentlemen of the district contributed Rs. 150 to the prize fund, and a silver medal was given by the Extra Assistant Commissioner (Kuar Jwala Prasad) to the student who stood

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highest in the year. The head-master, Bishambar Nath Pandit, is one of the most successful in Oudh, but it has been impossible up to the present time to give him the promotion which he so well deserves.

The Aided High Schools.

227. "In the Oudh Circle these are 4 in number—the Canning collegiate school, the Centennial school, the Rájá-ka-Bazar school, and the Balrampur school. The first is under the inspection of its own principal, Mr. White, and hence I have no further report to make of it. All except the last, which is in the Gonda district and in immediate connection with the Balrampur estates, are situated in Lucknow.

228 *The Centennial School.*—"This school is under the management of the American Mission, and was opened only a few years ago. In December, 1882, it sent up its first batch of entrance candidates and passed 5 out of 10. In December, 1883, the second batch appeared and 5 out of 15 were successful, two having passed in the 1st division, one in the 2nd, and two in the 3rd. The rock upon which 9 of the failed candidates were wrecked was mathematics. There has been a large increase in the numbers since the previous year. The enrolment has risen from 177 to 265, and the average daily attendance from 136 to 151. The great want from which the school suffered in its earlier days was supplied in the year under report. A large new building was erected, on one of the most commanding sites in Lucknow, at a cost of about Rs. 20,000, towards which the Government gave Rs. 5,000, the Lucknow municipality Rs. 5,000 more, and the Mission Society Rs. 10,000. The school was inspected by myself and the late Assistant Inspector, Munshi Durga Prasad. Since then it has been further inspected by Mr. Graves, who was favourably impressed with its general progress and efficiency.

229. *Rája-ká-Bazar School.*—"This is a school of much longer standing and is managed by the Church Missionary Society. It is made up of three different departments, which might justly be regarded as three distinct schools—an English or anglo-vernacular department, a Perso-Arabic, and a Sanskrit one. Ten candidates appeared from the first of these for the entrance examination and 3 passed—none in the 1st division. The result is not satisfactory for a school of its size and importance. The students must have been of inferior calibre, for the head-master, whose work I have frequently tested, is a most industrious and intelligent teacher. The Urdu-Persian department prepares for the oriental examination of the Panjáb University. Fourteen candidates from this school passed the Munshi or Persian entrance examination and two more the Munshi Alim or Persian first arts examination. The few candidates who appeared for the Arabic Maulavi examination were unsuccessful, owing chiefly, (as the manager reports) to the difficulty in getting proper books and the absence of any fixed text books in one or two subjects. For the same reason all the candidates who appeared for the Pragya examination from the Sanskrit department were unsuccessful. There has been some falling off in numbers in the average enrolment, the daily attendance, and the fee receipts, as new anglo-vernacular schools have been started near at hand, to which boys have been drawn away either by the attractions of neighbourhood or by the hope of obtaining scholarships. The year closed, however, with an enrolment of 365, and there is no reason to suppose that the school will suffer any further depression.

230. *Balrampur School.*—"This school, as has been already stated, is in the Gonda district, in immediate connection with the Balrampur estates. It was founded by the late Mahárája some 20 years ago, and is aided by Government to the extent of nearly half the total expenditure. There has been a slight increase in the average enrolment, and a slight decrease in the daily attendance, since the previous year. There was no entrance class in December, 1883, and consequently no matriculation candidates could be sent up. Since the re-opening of the school in January, 1884, an entrance class consisting of 6 students has been formed; and there is thus reason to hope that the school will recover the reputation, which it held in former years, of passing boys for matriculation. I examined the school throughout in November, 1883, and found it in sound order. No class failed signally in any subject, and taken all round every class acquitted itself well. This is due to the care bestowed on the students by Pandit Vishva Nath, their old and long tried head-master, and to the industry of the assistant teachers, who have worked hard, notwithstanding their small salaries. The foundation-stone of a large new building was laid last year by His Honor the Lieutenant-Governor and Chief Commissioner in the month of November, and a larger annual allotment is promised from the Balrampur estates. If a sufficient supply of students can be secured, the institution may take a higher place in the educational machinery of the province than it has acquired hitherto.

Middle Schools (English) for Boys.

231. "Under this heading I have included (*a*) the middle sections to Government high schools, 11 in number; (*b*) the middle sections to aided high schools, 4 in number; (*c*) middle schools proper, 6 in number—all under private management, 4

being aided and 2 unaided. Some of the schools, of the class last named have not yet passed or even sent up candidates for the middle class examination, by which the efficiency of schools of this class is intended to be tested. But as this is the aim towards which the efforts of teachers and managers are directed and for which aid is given by the Government, I have thought it right to include them in the class of middle.

232. *Bara Banki.*—"The results were very satisfactory. Six candidates were sent up and all passed, 3 in the 1st and 3 in the 2nd division. One student stood high enough to obtain a scholarship. The whole credit of this result is due to Munshi Brij Mohan Lal, the 3rd master, who had entire charge of the class in every subject. For several years past this officer has had entire charge of the class, and his work has generally been among the most successful of the year. At the present time the total enrolment in the middle section is 29; and the new 3rd class, consisting of 12 students, contains much promising material.

233. *Unao.*—"The class consisted of 9 students at the time of the examination, and 8 of these were permitted to appear. Four came out successful, 3 in the 1st division and one in the 3rd. The remaining 4 were not plucked, but were excluded from the examination for having used unfair means. I was myself at Unao and saw the careful arrangements which the head-master had made to prevent the event which occurred. One of the special prizes awarded by the Director of Public Instruction for penmanship was won by a student of this class. Munshi Janki Parshad, the 3rd master, has been the chief teacher of the class throughout the year.

234. *Sitapur.*—"The 3rd class numbered only 6 scholars, and 5 of these went up, 2 passing in the 1st division and 2 more in the 3rd. The 5th failed only in mathematics. Under the old system of marking, when the minimum for each subject was as high as 40, a few grace marks were sometimes allowed in cases like this, where the minimum had been very nearly reached in one subject and more than reached in every other. Now that the minimum has been reduced, grace marks are very properly disallowed, and therefore all such students must expect to fail. One of the successful students was the son of a taluqdar, Seth Raghubar Dayal. The teaching of this class was entirely in the hands of Munshi Manni Lal, the 3rd master, and therefore the credit of the result is altogether his own. The present middle section consists of 37 students, 13 of whom constitute the new 3rd class.

235. *Hardoi.*—"Here, too, the results were very satisfactory. There were 18 boys enrolled in the class at the time of the examination, of whom 15 appeared and 10 passed. This is the second-best result obtained in Oudh, the only school that surpassed it being Rae Bareli. The Hardoi class owes its success chiefly to the exertions of Sayyid Abid Husain, who was himself an alumnus of the Hardoi school. The total enrolment in the middle section on 31st March was 41, of whom nearly half are in the 3rd class and will appear, it is hoped, for the next middle examination. There are many promising students in the new class.

236. *Kheri.*—"The Lakhimpur school did fairly in the last examination. Of the seven candidates sent up two passed—a small number of passmen it is true, but both of them came out in the 1st division, having obtained 50 per cent. or more of the aggregate marks. The rock upon which the other students struck was mathematics. The class was chiefly taught by Munshi Lalta Prasad, a recently matriculated man, who was officiating in the post of 3rd master during the whole of the year under report. He deserves commendation for the care and zeal which he bestowed on the students and for the high place which two of them took in the examination results. The 3rd mastership is now substantively filled up by Pandit Sheo Govind Misra, a teacher of some 8 or 10 years' experience gained chiefly at the Unao zila school. There are now 27 pupils in the middle section (classes IV and III), and the 3rd class alone contains 13. The new teacher has good material to work upon, for I found the class in excellent order in March last, when I examined it.

237. *Fyzabad.*—"This school has as usual done well. It sent up 15 candidates for the last middle examination and 9 passed: 3 in the 1st, 4 in the 2nd, and 2 in the 3rd division. In the papers on English, the 2nd language, and science, there was not a single failure. In mathematics 4 failed, and in history and geography 2. It is unfortunate that the two who failed in history were not among the four who failed in mathematics. If this had been the case, the number of passmen would have been 11 instead of 9. The 2nd language (Persian) was taught by Munshi Tej Rae, and the other subjects were divided among several masters of the English-teaching staff.

238. *Gonda.*—"Out of the 16 students enrolled in the 3rd class in December last 12 appeared for the examination, of whom all but 3 passed. There was not a single failure in 2nd language, history or science, and only one failure in English and 3 in mathematics. The credit of this result is chiefly due to Haji Abdul Rahim, the 3rd teacher. Since March, 1884, this teacher has been appointed to officiate as 2nd master; and the new 3rd class is now chiefly in the hands of Pandit Gadadhar Prasad, a B. A. graduate of the Canning College, who is at present new to the work, but promises to develop into an efficient master. At the present time the total enrolment in the middle section is 51, and 22 of these constitute the present 3rd class

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239 *Bahraich.*—"Eight out of the 10 students enrolled in the 3rd class in December, 1883, appeared for the last examination and half of these passed, one obtaining a scholarship. The work was divided between the 4th master, who taught Persian and science, the 3rd master, who taught English and history, and the 2nd master, who taught mathematics. The result was creditable all round; for there was only one failure in English, only 2 in mathematics, and none at all in the three remaining subjects. The present middle section contains 30 students, which shows a slight increase upon the enrolment of the previous year.

239 (*a*). *Rae Bareli.*—"This school took the lead of all the Oudh schools, Government or aided, in the last middle class examination. The enrolment in the 3rd class consisted of 17, and 13 of these went up, of whom 12 passed—5 in the 1st, 6 in the 2nd, and 1 in the 3rd division. During the whole of the year 1883 the class was under the tuition of Pandit Ganga Ram, who officiated as 3rd master in the absence of Sayyid Rashid-ud-din. He was assisted, it is true, by the 2nd master and sometimes by the head-master himself, Mr. Roberts. But the chief credit, as the head-master reports, is due to Pandit Ganga Ram himself, who, though an untried man in 3rd class work, showed much judgment and discretion in preparing the students.

240. *Sultanpur.*—"Here, as is usually the case with this school, the results are very creditable. Eleven students appeared for the examination from the 3rd class and 8 passed. A "private" candidate passed in the Sultanpur district last year, and the head-master draws attention to the fact that this candidate received his education entirely in the Government zila school. During the latter half of the year 1883 the 3rd class was mostly in the hands of Munshi Muhammad Ali, and the head-master ascribes its success chiefly to him. At the present time there are no less than 49 students enrolled in the middle section (classes IV and III), and the Assistant Inspector, Mr. Graves, found them in very fair order. There is, therefore, good reason to hope that the class will do well in the next examination.

241. *Partabgarh.*—"The 3rd class of this school sent up 6 candidates for the last middle examination and 4 of these passed, all in the 1st division. The two who failed passed in every individual subject except English. The credit of this result is due to Pandit Gopi Nath, the 2nd master, and Munshi Kalka Prasada, the 3rd master, between whom the work was divided. The Assistant Inspector, who examined the middle classes in February, speaks very highly of the condition in which he found them. At the present time they contain 40 students, an increase of 14 upon the numbers in the previous year.

The main results of the year, so far as the middle sections of the Government zila schools are concerned, may be summed up as follows:—The total enrolment in class III. at the time of the examination was 143. The number of examinees was 106, and of passmen 73. Thirty-two came out in the 1st division, 33 in the 2nd, and 8 in the 3rd. The percentage of passmen to examinees was 69, less by 6 than the percentage at the Government high schools of the North-West Provinces. Out of the 106 examinees sent up from the Oudh zila schools only 5 failed in the science papers, only 8 in history and geography, only 6 in the 2nd language, and only 14 in English. The rock upon which the unsuccessful candidates struck was the paper on mathematics, but the failure in this paper was not confined to Oudh.

242. "The *Aided Schools*, which prepare for the middle class examination, are 8 in number. Four of these are middle sections of higher-class schools and four are middle schools proper:"—

Middle sections.	*Middle schools proper.*
Canning Collegiate school.	Nakhas.
Centennial school.	Mahmudabad.
Rája-ka-Bazar.	Khairabad.
Balrampur.	Bhinga.

243. "Among the middle sections the Canning collegiate school takes decidedly the lead. It sent up no less than 45 candidates and nearly half of them passed, mostly in the 2nd division. Here, too, the mathematical paper was the stumbling-block; for in this subject alone there were 21 failures, while in the other four subjects there were scarcely any. The Centennial school made a very poor show. It sent up only 7 candidates, this from a class in which the enrolment amounted to 20. Three of these passed, one in each division. The Rája-ka-Bazar school had 51 on the roll in class III and sent up 18 candidates, of whom only 6 passed, a smaller number than I could have expected after what I had previously seen of their work. The Balrampur school, I am glad to say, achieved some success this year after its many years of disappointment and failure. The enrolment in class III was only 6. Five of these appeared and 2 passed, both in the 2nd division.

244. "Among the aided middle schools proper, Nakhas is situated in Lucknow and is managed by the American Mission. Mahmudabad, is a purely secular school, maintained by Rája Amír Hasan Khan, in the Sitapur district. Khairabad is in the same district, managed by the American Mission, and therefore not purely secular. The Bhinga school is in the Bahraich district and is maintained by Rája Uday Partab Singh, the taluqdar of Bhinga. Of these 4 schools, the one first named (Nakhas) is the only one that passed any candidates in the last middle school examination, and here, too, the success was only moderate. Out of an enrolment of 12, 7 were sent

up and 3 passed, all in the 2nd division. Three candidates appeared from the Bhinga school, but all failed, both in English and mathematics, and hence none passed. The head-master, Pandit Badri Narain Misra, has not been to blame, for he has brought the school as a whole up to a fair degree of efficiency, and the 3rd class would have done better if the students could have commenced their English training at an earlier stage in the school course. The other two schools, Mahmudabad and Khairabad, had no 3rd class, and therefore sent up no candidates. The former is improving under its new head-master, Shaikh Muzaffar Husain, and the attendance and fee receipts have increased. A 3rd class has been formed since the re-opening in January. The Khairabad school, I regret to say, is in a very backward and unprogressive state. For the last three years or more there has been no 3rd class, and the teaching in such classes as exist has been far from efficient.

245. "A few words must be given in conclusion to the three *Unaided schools* of the Bahraich district, all of which aim at the middle class examination as the goal of their ambition. The Nanpara anglo-vernacular school was opened only a few months ago. It is maintained by the Rája of the place, and at the time when it was given over to him by the Government it was purely vernacular. The other two, Ikauna and Boundi, are of longer standing, both maintained by Kuar Harnám Singh from the Kapurthala estates. I had no opportunity of examining the Boundi school last year. But the Ikauna school is getting on very well, and the head teacher has worked up the classes with much ability and zeal.

Middle Schools (Vernacular).

246. "At the close of the year under report there were 53 schools of this class in the Oudh districts, against 56 in the year previous. The three missing schools are (1) Nanpara in the Bahraich district, which (as I have already described) has been anglicized and made over to the Rája of the place; (2) Gonda at the head-quarters of the district so called, which has become a branch to the zila school; and (3) Gola, in the Kheri district, which has become a village school. Thus the loss of three schools of the vernacular middle class does not represent any real loss of tuitional power, but only a change in the quality and aims of the instruction imparted. Another change to be noticed in connection with schools of this grade is the disestablishment of the district normal classes at the 11 institutions named in the margin. Up till 31st December, 1883, there was a normal class attached to each of these schools, in which candidates were trained for village teacherships within their respective districts. On 1st January, 1884, each of these normal classes was transferred, and a normal school established for the reception in each of the four Divisions of the Oudh Province. Thus the 11 schools are now ordinary vernacular schools of the middle grade, possessing no peculiar feature of any kind which could distinguish them from the rest. As the normal classes were under departmental control, it was deemed advisable to detach them altogether from schools, which, by the recent policy of decentralization, have been placed under the control of district boards.

Purwa.	Gonda.
Daryabad.	Ghulamalipura.
Biswan.	Salon.
Sandila.	Jagdispur.
Kheri	Partabgarh.
Akbarpur.	

247. "The following statement shows the general statistics of the last two years, as regards attendance, fee receipts, cost, &c. :—

Year.	Number of schools.	Average monthly enrolment.	Average daily attendance.	Fee receipts.	Total expenditure.	Average cost per pupil.
				Rs	Rs.	Rs. a. p.
1882-83 ...	56	4,826	4,098	3 305	40,588	9 14 0
1883-84 ...	53	5,176	4,419	3,596	39,184	8 13 11

In the year 1882-83 the average daily attendance showed a rise of 418 students. In the year under report it shows a further rise of 321, making a total increase within the last two years of 739 students, and this notwithstanding the decrease already reported in the number of schools and the absence of any addition to the strength of the tuitional staff. The consequence of this has been that the average cost per pupil fell in 1882-83 from Rs. 10-8-0 to Rs. 9-14-0 and in 1883-84 from Rs. 9-14-0 to Rs. 8-13-11, making a total decrease within the last two years of Re. 1-10-1 per student.

248. "The following statement shows how the students were distributed section-wise and class-wise on 31st March of the last two years :—

Year.	*Lower primary section.*				*Upper primary section.*			*Middle section.*			Grand Total.
	Class 7.	Class 6.	Class 5.	Total.	Class 4.	Class 3.	Total.	Class 2.	Class 1.	Total.	
1882-83 ...	1,482	943	875	3,300	695	479	1,174	343	289	632	5,106
1883-84 ...	1,698	970	933	3,601	833	618	1,451	409	324	733	5,785

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"Thus in the lower primary classes there has been an increase of 301 students, in the upper primary of 277 and in the middle section of 101. In many schools the increase of students in the lower classes has now considerably exceeded the teaching capacity of the staff, especially at Paraspur in the Gonda district, at Muhamdi in the Kheri district, and at Safipur in the Unao district; and hence the large additions made to the lower classes in these three schools are a source of weakness rather than of strength, unless the lower part of the staff can be strengthened in proportion. At the same time it should be noted that the increase has not been confined to the lower primary classes. In the upper primary and middle sections the total increase amounts to 378, which proves that in many schools promotions have kept pace with admissions.

249. "The primary classes (exclusive of the 7th or lowest) at these middle vernacular schools undergo the same annual examination as village schools in the last quarter of the official year, and are in fact examined with them at the same centres. The following statement shows the results for the last two years :—

Year.	Class VI.		Class V.		Class IV.		Class III.		Grand total of passmen.
	Examined.	Passed.	Examined.	Passed.	Examined	Passed.	Examined.	Passed.	
1882-83 ...	804	574	607	491	431	260	298	150	1,475
1883-84 ...	831	604	726	637	528	366	354	206	1,813

"These examinations were held by the Assistant Inspector and myself at the different centres, where the classes were collected in company with those of village schools. The result is very satisfactory on the whole, and shows an improvement upon the preceding year equal to or greater than that of the year 1882-83 upon the year 1881-82. Within two years the number of passmen in class VI. has risen from 574 to 604, in class V. from 339 to 637, in class IV. from 215 to 366, and in class III. from 95 to 206; and thus the total number of passmen has risen from 1,223 to 1,813. This progress has been made notwithstanding the decrease of schools by 3. All the passed students from each class have been offered promotion to the class above. Many, however, do not accept the offer, but leave school in preference, either because they are unable to buy the new books, or because they are required at home to help their parents in trade, agriculture, or other hereditary pursuits.

250. "The standard by which the efficiency or otherwise of the middle class is tested is that of the middle examination, which is held simultaneously throughout these Provinces by a board of examiners appointed by the Director of Public Instruction. The following statement shows the result for the last two years :—

Year.	Number of schools possessing a 1st class.	Number of examinees	*Number passed in division.*				*Number failed in*				Percentage passed.
			I.	II.	III.	Total.	Language.	Mathematics.	History and geography.	Science.	
1882-83 ...	45	207	1	1	16	18	129	181	156	93	8·6
1883-84 ...	53	269	27	78	9	114	137	78	95	11	42·3

The change in the system of marking has affected favourably the results of this examination also. The number of passmen is, however, smaller than it should have been; and as compared with what the schools of the North-West have done, the result cannot be called satisfactory. There is one favourable feature which deserves a passing notice. Hitherto the Oudh schools, owing to the peculiarities of training received by the teachers, and of taste on the part of the students, have been weak in science and mathematics, and proportionately strong in language. It seems, however, that the tide has now begun to turn the other way. The teachers have been giving so much time of late years to the two subjects first named that they have given too little to the other, language. In science only 11 candidates failed out of 269, and in mathematics only 78. On the other hand, the number of failures in language amounted to no less than 137, or 51 per cent. of the total; whole in the schools of the North-Western Provinces the percentage of failures in language came to only 27, or not much more than half the percentage in Oudh.

251. "The following paragraphs show the state of the vernacular schools of the middle class individually, taking them in the order of the districts and divisions to which they belong :—

Lucknow.—The number of schools in this district has been four during the year under report. But at the close of the year the number was increased by the addition

of Amethi, an old Muhammadan settlement of some literary reputation. The names of the schools in question are given in the margin. The four schools which head the list sent up between them 20 students for the last middle school examination and 13 of these passed, —one in the 1st division and the remaining 12 in the 2nd. The normal school sent up 8 more, all of whom passed. The result is a very creditable one to all persons concerned. The Chauk and Naubasta schools are both in the Lucknow city, the other three (Mahona, Malihabad, Amethi) being in the district. All of these schools have been inspected locally during the past year,—Chauk and Naubasta by the late Assistant Inspector, Mahona and Amethi by Mr. Graves, the present Assistant, and Malihabad by myself; and all (with the doubtful exception of the Chauk school, which, however, is improving, are in satisfactory order. The Malihabad school has always been one of the largest of its kind in Oudh. Two or three years ago it was provided with a new school-house. But the Public Works Department built accommodation for only 100 students instead of 200, as it was requested to do, and so the building has now to be enlarged to about twice its present size. The other schools are on the whole fairly well-housed. The Chauk school meets in a hired building in the very heart of the city.

Chauk.
Naubasta.
Mahona.
Malihabad.
Amethi.

252. *Unao.*—" In this district the number of vernacular schools ranked as middle class has been 8 as before (see names in margin). The five first named are maintained entirely by Government funds. The last three are maintained partly by subscriptions and partly by grants-in-aid; but these, though aided, are managed entirely by the department and the district board. The results of the last middle school examination were not very creditable to the Unao district, though better than those of the preceding year. The five Government schools sent up between them 24 candidates and passed 8, most of them being placed in the 2nd division. The Purwa school passed 3, Mohan 4, and Safipur 1. The other two schools (Bihar and Bhagwantnagar) failed to pass any of their candidates. Of the three aided schools, the one last named (Bangarmau) had no 1st class, and therefore sent up no candidates. The other two sent up between them 3 candidates and passed one apiece. The long-needed houses for Mohan and Bangarmau are at last being built. The want has within my knowledge been represented for the last eight years, and the perseverance of the Educational Department is at last about to be rewarded. On the whole the schools in this district have improved since the previous year. The primary classes which were examined by myself have been well taught. The aggregate enrolment in the middle classes has risen from 68 to 81 since the schools re-opened in January.

Purwa.
Safipur.
Mohan.
Bihar.
Bhagwantnagar.
Maurawan.
Moradabad.
Bangarmau.

253. *Bara Banki.*—" In this district there are seven vernacular schools, as in the previous year, of the class under report. There has been a general improvement in classification, attendance, and fee receipts; and the primary classes, most of which were examined by Mr. Graves, have done well. But the results of the middle school examination were not satisfactory: no better and no worse than those of the Unao district. These seven schools between them sent up only 27 candidates, of whom however one was unable to attend, leaving the actual number of examinees at 26. The smallness in the number of candidates was not compensated by the quality of their success. The candidates from Rudauli, Zaidpur, and Haidargarh, 7 in number, were all plucked. Of the seven candidates sent up from Ramnagar only one passed. The Kursi school passed one out of the two who appeared. The only schools which redeemed the district from an almost total failure were those at Daryabad and Fatehpur, which between them presented 11 candidates and passed 7. The head-masters in this district have been cautioned to exert themselves to improve the attendance in the middle classes and to pay more attention to the requirements of the middle examination. The foundation has been well laid in the primary classes, and improvement in the middle classes should follow.

Daryabad.
Rudauli.
Haidargarh.
Fatehpur.
Zaidpur.
Kursi.
Ramnagar.

254. *Sitapur.*—" In this district there are six vernacular schools of the middl class as in the preceding year. These schools sent up between them only 22 candidates for the last examination, and these few made a much poorer show even than those of the two districts last described. Two candidates were turned out for using unfair means; and of the 20 remaining only 3 passed, all in the 2nd division. The Misrikh school, which in the year 1882 was in very indifferent order, has improved considerably since Pandit Balmukand, the new head-master, joined. The number on the roll has increased by about 20, and one of the passed students was from the 1st class of this school. The Paintipur school shows a general increase in attendance and fee receipts, and the primary classes passed a very good examination. But the 4 who appeared from the 1st class for the middle examination were all plucked. The Khairabad school shows a similar increase in fee receipts and attendance, and a similar degree of proficiency in the primary classes; but of the three candidates who appeared for the middle examination, one was plucked and the other

Misrikh.
Paintipur.
Khairabad.
Biswan.
Laharpur.
Machhrehta.

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two sent out of the examination hall. The Biswan school is in satisfactory order, and two out of the 7 candidates who appeared for the examination were successful. The Laharpur and Machhrehta schools are still backward. In 1882 neither of them possessed a 1st class. In January, 1883, a 1st class was formed in both, and 9 candidates were sent up in December of the same year for the middle class examination. As this was the first attempt that the schools had made to cope with this test, it is to be regretted that none of the candidates were successful. A fresh batch of students has, however, been enrolled in class I, and most of these will appear for the examination to be held in April, 1885.

255. *Hardoi.*—"In this district there are eight schools of the middle class, as in the preceding year. Each of these had a 1st class, and all sent up candidates for the last examination. Out of the 45 who appeared 21 passed,—3 in the 1st division and 18 in the 2nd. This, next to Lucknow, is the best result from any one district that I have been able to record hitherto. The Pihani school, which heads the list, sent up 6 candidates and passed all but one of them. The Sandi school sent up 4 and passed 3. The Gapamau school was less successful, having sent up 5 candidates and passed only one. The Bawan school is the only one in the district which entirely failed. It sent up 3 candidates, but all were plucked. Bawan is a smaller town than any of the other seven named in this paragraph; and the bulk of the population are traders, whose attachment to Kaithi-writing and mental arithmetic, and disinclination for any other kind of intellectual culture, are too well known to require coment. Nevertheless, there are now five students enrolled in the 1st class, and there is hope that some of these may succeed in the examination to be held in April, 1885. The Sandila school sent up 11 candidates (some of them normal students, who since January, 1884 have been located in the divisional training school at Sitapur), and 5 of these passed,—2 in the 1st and 3 in the 2nd division. The Bilgram school, for the first time since its de-anglicization in 1880, sent up 4 candidates and passed 2. The Mallawan and Shahabad schools (both of which were de-anglicized at the same time as Bilgram, but sent up candidates two years earlier) have done fairly, especially Mallawan, which passed 4 candidates out of 8. All of these schools (except perhaps Pihani, which meets in what was once a sarái are provided with suitable buildings. The school-house at Sandila is being enlarged by the addition of two class-rooms, which have long been needed. On the whole, the schools in this district are getting on very well. There has been general improvement in attendance; and the primary classes when I examined them, were found in an efficient state.

Pihani.	Sandila.
Sandi.	Mallawan.
Gopamau.	Bilgram.
Bawan.	Shahabad.

256. *Kheri.*—"In this district the number of schools of the class under report has been reduced from 5 to 4. The school named last in the list, Gola Gokaran, has been abolished, or (to speak more correctly) its status has been transformed from that of a middle to a primary school, and it is now borne on the list of village schools. All the attempts made for the last five or six years to form a 1st class have failed, and the establishment maintained was not worth the cost. The inhabitants of the place appear to have no taste for secular knowledge. It was here that Shiva is said to have first touched the ground after his descent from mount Kailása on the shoulders of Rávana, and hence Goshayens and Ghat Brahmans, both of whom remarkable for their aversion to knowledge, are the most influential residents. The remaining four schools are on a sound footing, and show creditable progress in every respect except in the results of the last middle class examination, in which only one out of the four can be said to have shone. The Kheri school now contains the large number of 171 on the roll, and the recent enlargement of the school-house has been barely commensurate with the extension of numbers. Eleven candidates (including 5 normal students who since 1st January, 1884 have been removed to the divisional training school at Sitapur) appeared for the last middle class examination and 7 passed. This is the one good result, so far as this examination is concerned, of which the Kheri district can boast. The Muhamdi school has had an immense, in fact an inconvenient, increase in attendance, and the number now on the roll is 264 against 164 of the previous year. This increase has occurred during the incumbency of Maulvi Abad Ali as head-master, and chiefly in the lowest classes. I found, however, that the majority of the students attending these were not a mere rabble, who had been brought in for show, but that they had been well grounded in the prescribed curriculum. In the middle class examination the school was less successful. The 1st class consisted of only four students, all of whom appeared, but all except one failed. The failure of the students was, however, partially compensated by the success of two of the teachers on the staff (Baldeo Prasada and Ram Sahai), who prepared themselves for the examination by private study and passed. The remaining two schools (Barwar and Aurangabad) sent up between them 5 candidates, all of whom failed. Both schools, however, have done well in other respects; and the improvements which have become conspicuous since new head-masters were appointed about two years ago will probably lead to better results ere long in the middle class examination

Kheri.	
Muhamdi.	
Barwar.	
Aurangabad.	
Gola.	

Both schools have long laboured under the disadvantage of being very badly housed. This defect is at last about to be removed and new school-houses are now under construction at both places. The tuitional staff at Barwar is not so well paid as the teachers of a middle class school should be, and in this respect it stands at a disadvantage to Aurangabad.

Akbarpur. Tanda Jalalpur.

257. *Fyzabad.*—"This district contains three schools as before, and the two first named have made good progress. The Akbarpur school sent up 14 candidates for the last examination, and all but 4 passed—3 in the 1st and 7 in the 2nd division. This is the best result of the year from any one school. The Tanda school sent up 4 candidates and passed one. As this is first time in the history of the school, since its de-anglicization in 1880, that it has passed a candidate for the middle class examination, we must accept this modest result as an earnest of better success in the near future. The late head-master, Maulavi Zia-ud-din, who was lately transferred to Unao on better pay, has been succeeded by Maulavi Habib Ullah. Both the Akbarpur and Tanda schools have improved in attendance and fee receipts; and the primary classes, examined by Mr. Graves, the Assistant Inspector, have with one exception been well taught. The Jalalpur school did badly both in the primary and in the middle examinations. Four candidates appeared for the latter and, as usual in this school, none passed. Perhaps a better result may be hoped for from the new head-master, who has been lately sent.

Gonda. Paraspur. Nawabganj. Utraula. Colonelganj.

258. *Gonda.*—"This district had five schools of the vernacular middle class up to 31st December, 1883; but the one named first in the marginal list was abolished from 1st January, 1884, or, to speak more correctly, it was broken up into two different parts, one portion (the primary classes) being converted into a new branch to the zila school, and the other (which consisted of the normal class) being transferred to the divisional normal school, which was opened in January, 1884, in the same building. Previous to its transformation, the Gonda school sent up 5 candidates for the middle school examination, but passed only two. A still worse fate befell the four remaining schools noted in the above list. They sent up between them 21 candidates, but all except one were plucked. In the primary examinations, in most of which I took part myself, the schools of this district did very well, and in attendance and fee receipts they have made satisfactory progress. The Paraspur school received a new head-master, Pandit Manohar Lal, in February, 1883. Since his incumbency commenced there has been a vast increase in the number of students in the lower classes; but he has not paid sufficient attention to the demands of the middle school examination, and he should not rest satisfied until these have been successfully faced and combated. He sent up 11 students, but only one of them passed. The Nawabganj school is well grounded in the lower work, but here too the same defect is noticeable. The upper classes, especially the 1st, need more attention than the head-master seems to have paid to them, and not one of the six candidates sent up was successful. The Colonelganj school has made creditable progress. It was not fairly established as a middle class school until January, 1883; and hence the first chance it has ever had of sending up candidates for the middle class examination was in December of the same year. Though none of the four students who appeared were successful, yet the teacher, Ram Sahai, worked them up well, and he is likely to show a better result next year. The Utraula school is much in the same state as that at Nawabganj. The four lowest classes have been well taught, but the remainder are weak. The head-master's health would probably be improved by transfer to another district, though under the new system of local self-government this cannot be effected. The 2nd master at the same school has become too infirm for the severe labour of training the young, and should be asked to apply for pension, as the district board has been twice advised by me.

Ghulamalipura. Jarwal Nanpara.

259. *Bahraich.*—"Formerly there were three institutions in this district of the kind under report—Ghulamalipura in the town of Bahraich itself, Jarwal in the Kaisarganj tahsil, and Nanpara in the tahsil after which it is called. But since January, 1884, the school st named has been made over to the Rája of Nanpara, who has undertaken to convert it into an anglo-vernacular school to be maintained entirely at his own cost. Prior to its transformation, the Nanpara school sent up 5 candidates for the last middle class examination and passed one—a poor result, but the first and only piece of success that it has ever achieved since the present middle school examination was established. The Ghulamalipura school is only 3½ years old. It has made excellent progress since the date of its establishment, and at the present time there are 16 students in the 2nd class. There was no first class, however, in 1883, and consequently no candidates could appear from this school for the last middle class examination. A suitable and substantial building is now at last being erected, and I anticipate that the school will before long become an important one of its kind. The Jarwal school had formed a 1st class consisting of 6 students in January, 1883, and all of these ought to have appeared for the last examination. Owing, however, to the disgraceful neglect of the late head-master, Munshi Krishna Sahai, the students dropped off and

SECONDARY SCHOOLS.

none of them could be sent up. The primary classes have however been well taught, and there is now a 1st class in regular working order under the new head-master.

260. *Rae Bareli.*—"There are three schools of the vernacular middle grade in this district. These sent up between them 24 candidates for the last middle school examination, and passed 7. This result is about equal to that of the Unao and Bara Banki districts; and the Deputy Inspector is of opinion that it would have been considerably better had not some of the best candidates destroyed their chance of passing by bad penmanship—a point to which he intends paying particular attention in future. The Salone school sent up 12 candidates (some of whom were students of the late normal class) and passed 4. The Jais school sent up 7 candidates and passed one The Inhona school sent up 5 and passed 2. All three schools did extremely well in the primary examinations and all have made some progress in attendance and fee receipts. The Salone school was examined by Munshi Durga Prasada, Inhona by Mr. Graves, the present Assistant Inspector, and Jais by both of these officers at different times. Both speak well of the state of the schools, and there is every reason to believe that they (the schools are on a sound footing, notwithstanding the comparative failure in the last middle school examination. All are well housed. The disestablishment of the normal class at Salone necessitated a change of more than one head-master in the schools of this district.

Salone.
Jais.
Inhona.

261. *Sultanpur.*—"Vernacular education of the middle class in this district is represented by only two schools. The district board and myself are agreed that a third should be added, at Hasanpur, if funds can be found for the purpose. The only school which sent up candidates for the last middle examination was Jagdispur; and many of these were normal students who since January, 1884, have been posted to the divisional training school at Rae Bareli. Out of the 8 candidates sent up from this school all but 2 passed, a result which reflects much credit on Munshi Bhagwant Rae, whose services have now been transferred in the capacity of 2nd master to the divisional normal school itself. Four more students really passed from this school, though they appear in the printed result as private candidates. They were prevented from going up by the head-master, who wrongly imagined that they were unfit, and so they sent up their names through another channel. Steps have been taken to prevent such an irregular procedure occurring in future. The Dostpur school had no 1st class in December, 1883, and therefore sent no candidates. Both schools were examined by Mr. Graves, and the Dostpur school by Munshi Durga Prasada also. They are in good order from the upper down to the lowest classes, and have made an appreciable progress in attendance, fee receipts, and classification.

Jagdispur.
Dostpur.

262. *Partabgarh.*—"The two schools belonging to this district are named in the margin. Both have done very well, and the success which they obtained in the last middle examination is one of the best that any Oudh district can boast of. The Partabgarh school sent up 12 candidates (some of them Normal students now transferred to the divisional training school at Rae Bareli) and passed 8, of whom all but 2 were placed in the 1st division, and must therefore have obtained 50 per cent. or more of the aggregate marks. The credit of this unusual success belongs entirely to Maulavi Muhammad Azim, whose services, however, have since been retransferred to the zila school in consequence of the removal of the normal class to Rae Bareli. The Patti school sent up 8 candidates and passed 4—a very good result for a school provided with only three regular teachers and situated in a village of few inhabitants. Both schools have done well in the primary examinations held by Mr. Graves, the present Assistant Inspector. Both schools had been previously examined by Munshi Durga Prasada, the late Assistant Inspector. It is hoped that a new middle class school may be opened ere long in this district, at Kunda. The district is at present insufficiently supplied, in comparison with other districts.

Partabgarh.
Patti.

263. "To sum up. The districts which have done best are Lucknow, Hardoi, and Partabgarh. The districts which have done worst are Sitapur, Gonda, and Bahraich. The remaining districts hold an intermediate place. One great advantage in the new system of marking is that the good schools can be better discriminated from the bad ones, whereas under the old system good and bad alike were apt to be reduced to the same level of failure. In the year 1882 only one school in Oudh showed a decent result. In the year 1883, though the schools were taught in almost every instance by the same masters, 12 did very well, 13 moderately, and the rest either failed altogether or passed only one candidate.

264. "Besides the 269 candidates who appeared from the Government middle class vernacular schools, there were 53 other candidates who came from other sources, and of these 18 passed. Five came from the vernacular department of the aided high school called Rája-ka-bazar, under the Church Mission Society: all of these failed. Five more were teachers at vernacular middle class schools, of whom 3 passed. Five others were Government employés, of whom 3 again passed. The rest, 38 in number, were said to be strictly 'private candidates,' and of these 12 passed. So far as I could learn, however, not one of them had been privately educated throughout. They consisted of students who had been trained in some school managed or aided by Government, but had left a few months or a few weeks before the examination. One instance of this has already been mentioned in the case of the Jagdispur school in Sultanpur district."

B —PRIMARY SCHOOLS.

PRIMARY SCHOOLS.

265. In most of the districts of the North-Western Provinces and Oudh there has been decided improvement in the primary schools during the past year, either in attendance or in instruction or in both these points. Some districts, especially of the Allahabad Division, have made little or no progress in primary education and their schools are in an inefficient and very backward state. Increased efforts will be made for their improvement. Better teachers will be employed and the subordinate inspecting staff will be strengthened or reformed; but the stolid apathy of the agricultural classes in some parts of the country is an obstacle which the gods themselves would fail to surmount. The returns given in the new tables prescribed by the Government of India do not allow comparison with the returns of last year; but, according to the classification of primary schools which has hitherto been adopted, the number of boys on the rolls has risen from 211,658 to 223,322, the largest increase that has been shown for several years. The quality of the instruction also has generally improved. The total number of boys who passed the upper primary examination in 1883-84 is 9,916 against 8,473 of the preceding year, and the lower standard was passed by 18,483 against 16,885 in the year 1882-83

266. Details for each district are given in the following extracts from the reports of the Inspectors, and much additional information will be found in the district boards' reports, which, as usual, form an appendix to the general report on education. Besides the periodical visits made by the subordinate inspecting staff, the Divisional Inspectors in the course of their cold-weather tours have examined as many of the pupils of primary classes as they were able to assemble without inconvenience to the boys. Primary schools are inspected *in situ* by the inspecting staff of the district, but it is physically impossible for the Divisional Inspector to visit the village schools that lie at any considerable distance from his regular line of march. The present system of general examinations by the Inspector has many and great advantages. Without it, he could see but few of the pupils of primary schools. The examinations are more uniform, as the same questions can be given at once to all the boys of the circle who read in the same class, and a healthy spirit of competition is aroused which isolated examinations of single schools fail to excite. Examination *in situ* must be left to the Deputy and Sub-Deputy Inspectors and to such members of the district board as take any part in this branch of their duties.

MEERUT DIVISION.

267. The Inspector reports as follows on the primary schools within his jurisdiction :—

Primary Schools.

"Under this head I notice only primary schools proper, the primary divisions of high and middle schools having been sufficiently noticed.

Municipal Schools (English).

"Excluding Atrauli, already noticed under middle schools, there are eight now against seven last year, a new school having been opened at Sikandra Rao (Aligarh). Their aggregate roll on 31st March was 249 against 213.

(1) *Deoband (Sahárunpur).*—"The roll on the day of inspection was 44 scholars, showing an increase of 19, and the instruction throughout the school was more satisfactory than I have yet known it to be. Ten boys passed by the upper primary test and 10 by the lower, out of a total of 25 examined.

(2) *and* (3) *Kandhla and Kairana (Muzaffarnagar).*—"The first showed a roll of 15 boys or 6 less than last year, but the instruction continues fair. The second also had a roll of 15 or 14 less than last year. The single boy in the highest class passed the upper primary test, and the teacher seems to have done his best with the remaining classes.

(4), (5), and (6). *Baraut, Bagpat, and Hápur (Meerut).*—"The attendance at Baraut is always good. There were 45 present in a roll of 46. Four boys next year should be able to go up for the middle class anglo-vernacular examination. Three passed the upper primary and 6 the lower, out of a total of 11 examined. The roll at Bagpat was 31; the attendance 28. The arithmetic of the upper school was weak; only one boy out of four passed by the higher test; five out of six passed by the lower. At Hápur the roll was 35; the attendance 31. There were no candidates for the upper primary, and only three out of 7 passed the lower primary.

(7) *Mufid-i-Khalaq (Aligarh).*—"This school should be under better management. Not one boy out of 9 examined could pass the lower primary test. One boy in the class could read neither Hindi nor Urdu; one out of two passed by the upper test, but his class-fellow knew next to nothing."

(8) *Sikandra Rao (Aligarh).*—"For a school lately opened the results are very good. The roll was 22 and all present. Three boys out of four passed the upper primary and four out of 9 the lower.

Aided (Vernacular).

"These are the two orphanage schools at Roorkee and Sahárunpur, the Annfield School, Dehra Dún, and Mission School, Bulandshahr.

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Roorkee Orphanage School.—"The Revd. A. Logsdail was in charge. The roll showed a decrease of 15 names, or 68 against 83 last year. Tuitional progress had been very slow. No boys were ready to pass either the upper or lower primary tests, but the preparatory classes did fairly. The middle school brought up seven boys for the first year course and passed four, and if only the necessary amount of teaching can be accomplished, boys from this school should be able to compete in the middle class examinations.

Saháranpur Orphanage School.—"The Revd. A. Kelso had just assumed charge. There were 39 orphan boys against 36 last year. Instruction is carried to the upper primary stage. Three boys out of seven passed by the higher test and three out of five by the lower. The children are well cared for and looked healthy.

Annfield School, Dehra Dún.—"After reaching the age of 14 children are withdrawn from this school. The roll showed 16 pupils less than last year, or 94 against 110. Instruction does not go beyond the lower primary, and six pupils out of eight passed the standard. The remaining classes need more supervision. The children looked clean and healthy.

Bulandshahr Mission School.—"The roll showed 46 pupils and 43 were present. Six boys out of seven who came up passed the upper primary examination. None passed the lower primary. Still the five rupees spent on this school as a grant-in-aid are well spent.

Primary Vernacular Schools for Boys.

268. "These comprise 678 halkabandi or village schools, 22 municipal schools, and the primary divisions of 26 tahsíli, 14 pargana, and 17 middle halkabandi schools. They give an aggregate total of 757 schools and 25,341 scholars on 31st March, against 753 schools and 25,267 scholars last year. From the Inspector's and Deputy Inspector's combined reports it is found that 390 of these schools were efficient and 367 inefficient, or the percentage of efficiency compared with last year is 51 against 44. I inspected 237 schools myself and found 206 efficient. The following are the results district by district:—

District.	Schools seen.	Boys examined.	Number passed.	Percentage of passed.
Dehra Dún ...	23	155	121	78·
Saháranpur ...	47	338	239	71·7
Muzaffarnagar ...	32	282	212	75·1
Meerut ...	48	360	278	77·2
Bulandshahr ...	38	460	305	66·2
Aligarh ...	49	503	361	71·8
Total ...	237	2,093	1,516	72·4

269. "The following are brief remarks on the primary schools of each district, the figures where necessary being compared with last year's:—

Dehra Dún.—"The number of schools is the same, *viz.*, 26, with a roll of 839 scholars, or 111 more. They comprise the primary divisions of Dehra and Kálsi tahsíli schools and the middle halkabandi school of Rajpur, with the two municipal schools of Mussoorie and Dehra and 21 halkabandi schools.

"These last are distributed thus, the location only of two having been changed during the year: 13 in the Western Dún, three in the Eastern, four in Jaunsár, and one in Báwar. I examined 23 schools in all and found 21 efficient; and their condition is very creditable to Munshi Hori Lal, the Deputy Inspector.

270. *Saháranpur.*—"The number of schools is one less than last year—that is to say 130, with a roll of 3,792 scholars, showing a decrease of 198. These schools are made up of the primary divisions of six tahsíli and pargana and of four middle halkabandi schools, with two municipal and 118 halkabandi schools. Of the total 36 are efficient and 94 inefficient, or the percentage of efficiency is worse than it was last year, *viz.*, 27 against 32. Under the head of middle schools it has been seen that only 4 out of 10 were efficient against 3 out of 11 last year; and that 8 of these schools passed 11 candidates, while last year none passed. On the whole I cannot congratulate the new Deputy Inspector, Maulavi Nawazish Husain, on the condition of his district, but I hope he will leave it better than he found it.

271. *Muzaffarnagar.*—"The number of schools here is the same, *viz.*, 113, with a roll of 3,846 scholars, or 110 more than last year. The schools comprise the primary divisions of eight tahsíli and pargana and of two middle halkabandi schools, with 101 primary halkabandi and two municipal schools. Fifty-one schools were found efficient and 62 inefficient, which is better than last year, when only 39 were efficient. In the primary examinations the percentage of passed candidates is 75, which is almost as good as that of Meerut, where, excluding Dehra Dún, it is highest. But although in the middle class results, too, Muzaffarnagar this year follows and does not

precede Meerut, yet the instruction in both its middle and primary schools is substantially good, and does the Deputy Inspector, Munshi Piarey Lal, credit.

272. *Meerut.*—"The schools here are four more than last year, 186 against 182. They are the primary divisions of seven tahsili and pargana schools, with 171 primary halkabandi schools and eight municipal schools. Their roll on 31st March was 6,125 scholars, or an increase of 228 on last year. Seventy-three of the schools are efficient and 113 inefficient; but compared with last year the increase in efficiency is very marked, being 39 per cent against 27 per cent. This district passed also 77 per cent. of its candidates in the primary examinations and thus stands first in this Division, as Dehra Dún, which passed 78 per cent., properly speaking, does not count. It has been seen also that Meerut stands first in the middle class examination. Since getting his promotion Munshi Najm-ud-din, the Deputy Inspector, has put his shoulder to the wheel and has won.

273. *Bulandshahr.*—"There is no increase or decrease in the schools here. They number 115 and comprise the primary divisions of eight tahsili and pargana schools with 105 primary halkabandi schools and two municipal. Their roll marks an increase of 49 scholars, or 4,674 against 4,525. Seventy-four of the schools are efficient and 41 inefficient, which was almost their condition last year. In the primary examinations the percentage of passed candidates is the lowest in this division, *viz.*, 66. And this is the only district where frequent attempts were made to pass off as fresh candidates the very boys who had passed last year In the middle class examination the district passed 50 per cent. of its candidates. The Deputy Inspector, Pandit Har Gobind, is only officiating in his post; he is an old servant, and I hope he may be confirmed. But before I left the district I was obliged to warn him for not sufficiently supervising the work of his subordinates.

274. *Aligarh.*—"The schools here are the primary divisions of nine tahsili and pargana and of 10 middle halkabandi schools, with 162 primary halkabandi and 6 municipal schools, or a total of 187, which is one more than last year. The roll shows 5,885 scholars, or a decrease of 276. The number of efficient schools is 135 and 52 are inefficient. The percentage of efficiency, *viz.*, 72, may seem high for so large a district as Aligarh, but my general impression of the primary schools of this district is in favour of accepting it as correct. In the primary examinations 71 per cent. of the candidates passed, and in the middle class examination 64 per cent. All this is very creditable to Munshi Pitam Lal, the Deputy Inspector, who has worked long and honestly for this district, and whose period for retiring on a well-earned pension is approaching. In a general estimate of these six districts I would give them precedence thus: 1, Meerut; 2, Muzaffaragar; 3, Aligarh; 4, Bulandshahr; 5, Saháranpur; 6, Dehra."

AGRA DIVISION.

275. The Inspector reports as follows:—

Primary Instruction. Primary Schools (English) for Boys.

"The statistical returns show under this heading 23 schools existing at the end of the year, with a collective roll of 2,868 scholars, of whom 1,043, or 36·4 per cent., stand in the upper division and 1,825, or 63·6 per cent., stand in the lower division. Last year also we had 23 schools with the smaller roll of 2,721 scholars, of whom 909, or 33·4 per cent., stood in the upper division, and 1,812, or 66·6 per cent., stood in the lower division. While the roll of scholars has increased therefore by 147, an improved proportion of them appears in the upper division. From these 23 schools the number of boys who have passed the upper primary examination this year is 451 out of 747 examinees, and the number who have passed the lower primary examination is 535 out of 923 examinees, or by the upper standard 60·3 per cent. passed and by the lower standard 57·9 per cent. Last year 347 out of 618, or a percentage of 56·2, passed by the upper standard, and 468 out of 851, or a percentage of 55·1, by the lower standard. The figures for this year are in all respects higher than those for last year, and, so far as the results of examinations are a test, betoken some improvement in efficiency of instruction.

276. "Eleven of the 23 schools are primary departments of the high and middle schools (English) already reviewed under secondary instruction, and a sufficient description of their condition and progress may be found given in my general remarks upon the schools with which they are severally connected: one is the primary department of the Agra collegiate school, upon which the principal of the college sends up his own report; four are primary schools or primary departments of schools for Europeans and Eurasians which are reserved for special notice in a subsequent section of this report; and seven are the primary schools which I now proceed to notice.

Gokulpura School Agra (Aided).—"The roll of this school, which is a branch of Victoria High School, has risen from 86 to 94 during the year, and the average daily attendance from 73 to 83. The roll of 94 boys was divided at the end of the year thus: 14 in the upper division and 80 in the lower. This lower division of the school consists for the most part of alphabet-learners and primer-readers, but sufficient provision is made for their proper instruction, and by the time boys reach the 3rd class of

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the school, corresponding to the 8th class of the Victoria School, they have generally made enough progress both in the vernacular and in English, as also in the simple rules of arithmetic, to enable them a year afterwards to do pretty fairly in the standard of the lower primary examination. This year 16 boys came up for this examination and 8 of them passed, the other 8 being sent back for further instruction in the compound rules of arithmetic. For the upper primary examination 8 boys came up and 5 of them passed. The school is well taught in its upper classes and well supervised in its lower classes by a retired officer of the Education Department, who, while seeing two other branches of the Victoria School die out, has always kept this branch in an efficient state and so preserved its grant intact.

Fatehgarh Factory School (*Aided*).—"This school came under grant (Rs. 30 a month) at the beginning of the year. It is a school for native lads who are either themselves employed for a part of the day in the Gun-Carriage Factory or are the sons of workmen so employed. Its roll of scholars at the end of the year was 105, and its average daily attendance for the year had been 90. The main work of the school is reading and writing in the vernacular combined with arithmetic up to the compound rules: but a class of 40 adds reading and writing in English to such vernacular work. When visited in February last there were 92 boys present in the school.

"The classes were in good order and considerable progress had been made in study since the Deputy Inspector and I saw it in a rudimentary state a year before. The school is supported by its grant and its fees, the latter amounting to about Rs. 6 a month.

"The Dargáhi school, Fatehpur-Síkri, an unaided school, is a small school of 30 boys, of whom 6 are in the upper division and 24 in the lower. From the upper division one boy passed this year the upper primary examination out of 3 presented, and 3 boys out of 10 presented passed the lower primary examination. The school has made no progress of late years, though visitors to Fatehpur-Síkri, when they find it out as they mostly do, frequently record favourable opinions of the boys' reading and writing of English. The teacher is an old man and carries on the work rather listlessly, as his pay, formerly Rs. 50, has for some years stood stationary at Rs. 15, and he has now lost all hope of an increase.

"The Brindaban school, unaided by Government, is supported by a grant from the municipality of the town, supplemented by a small subscription and the scholars' fees. It contains 60 scholars, 20 in the upper division and 40 in the lower. There was no class ready this year to pass the upper primary examination, but for the lower primary examination 14 boys came up and 6 passed. Some 4 or 5 young men also attend the school with more or less regularity to go through with the English teacher the course for the anglo-vernacular examination, and one such youth passed that examination this year, appearing as a private candidate. The teaching in the school is of pretty fair quality, though I always have to complain of backwardness in arithmetic. Many of the boys, too, are put to begin English before they have mastered the elements in their own language. The English school is held in the same building as the vernacular tahsíli school of the town, but even in vernacular the two schools do not pursue the same course. It has more than once been suggested that for vernacular studies the two schools should be amalgamated, but the municipal committee prefers the existing arrangement.

"Of the three primary English schools situated in the municipal towns of Soron, Jalesar, and Kasganj, in the Etah district little need be said. They are without Government grants, but receive sufficient grants from their respective municipalities. They contained at the end of the year a combined roll of 85 scholars, of whom 18 were in the upper division and 67 in the lower. In the Soron and Jalesar schools tuition of very poor quality is given. From the Soron school one boy passed this year by the lower primary standard, and from the Jalesar school one boy passed by the upper primary standard and 2 by the lower. The Kasganj school is both a better-managed and better-taught school than either of the other two. The boys at Kasganj for the most part know what they profess to know, the reverse being the case at Soron and Jalesar. From the Kasganj school this year 6 boys out of 8 passed by the upper primary standard and 5 out of 7 by the lower primary, and the rest of the boys also did well at their examination before me. The teacher at Kasganj takes pains with his pupils and conducts his work systematically. Those at Soron and Jalesar do theirs in a perfunctory and desultory manner.

Primary Schools (*Vernacular*) *for Boys.*

277. "Taking the primary departments of the 74 schools (2 branch schools, 1 municipal free school, 46 tahsíli and pargana schools, and 26 halkabandi schools) that, containing middle departments as well as primary, have previously received notice as middle vernacular schools, and adding thereto 722 halkabandi schools and 15 municipal schools that have primary departments only, we had in this Division at the end of the year of report 811 primary vernacular schools for boys: and the number of boys enrolled in these was 26,179, of whom 5,623 were in the upper division and 20,556 in the lower division. The corresponding statistics for 1882-83 were 814 schools and 25,409 scholars; 4,977 in the upper division and 20,432 in the lower. The average daily attendance in these schools has risen from 20,153 to 20,591. These figures thus contrasted for the two years show, in

favour of 1883 84, that, losing three schools, we have made in those that remain a gain of 770 in the roll of scholars and of 437 in the daily attendance. They show also that whereas in 1882-83 the proportion of the roll in the upper division was 19 per cent, in 1883-84 it has risen to 22 per cent. This proportion is steadily rising from year to year and in the last 8 years has more than doubled. There has been some improvement in the quality of the instruction also, as may be seen from a comparison of the following results of the upper primary, the intermediate primary, and the lower primary examinations.

"In 1882-83 there came up from the 3rd class of the primary vernacular schools of the Division 1,131 boys for the upper primary examination, of whom 657, or 58 per cent., passed; from the 4th class for the intermediate examination there came up 2,027 boys, of whom 1,338, or 66 per cent., passed; for the lower primary examination there came up from the 5th class 3,615 boys, of whom 2,186, or 60 per cent., passed.

"In the year under review, 1883-84, the numbers were, for the upper primary examination, 1,409 examinees and 9,25, or 65 per cent., passed; for the intermediate examination, 2,216 examinees and 1,485, or 67 per cent., passed; and for the lower primary examination 3,903 examinees and 2,448, or 63 per cent., passed.

"In all respects therefore, in number of examinees, in number of them passed and in the percentage passed, the results for this last year in all three examinations are better than those for the year previous and are in themselves very satisfactory.

"These primary examinations—upper, intermediate, and lower—were held both in 1882-83 and in 1883-84 by the Deputy Inspectors of districts in the months of January and Febuary, by which time of the year all the examinees have had time to finish the courses of studies prescribed for their respective classes, and at 135 convenient centres, so chosen by the Deputy Inspectors and myself in consultation as to prevent the assemblage of too large a body of examinees at any one centre on the same day and also to prevent the examinees from any one school having too long a journey to a centre of examination. Deputy Inspectors have been furnished from my office with precise rules and regulations for the conduct of the examinations and with definite tests by which to try the examinees, and though something must be left to the individual judgment of the six Deputy Inspectors who examine, every endeavour has been made to secure as much uniformity of test throughout the Division as under the circumstances is possible. The results which I have compared above are those sent me last year, and this after the January and February examinations had been completed. The comparison, so much in favour of this year's results, ought to argue progress in the teaching of these primary vernacular schools; and judging from my own examination of 360 of the number, all that I could manage to see this year, and from the generally improved proficiency which I found therein, I believe that some real progress has been made.

278. "I add a few remarks upon the primary vernacular schools of each district:—

Muttra.—"Schools in this district are 133 this year, with 4,994 scholars, a loss of one school and 40 scholars upon last year's return. The 4,994 scholars of this year are graded thus: 848 in the upper division, 4,146 in the lower. The 5,034 scholars of last year stood 742 in the upper division, 4,292 in the lower. The proportion between the upper and the lower division has risen therefore from 14 to 17 per cent. of the roll. The average daily attendance has risen from 4,008 to 4,082. Of the 133 schools 93 are classified up to the 3rd class, the highest class of a primary vernacular school, 35 are classified up to the 4th class, and 4 are classified up to the 5th class. The remaining school, having only classes 6th and 7th, was not represented in either the upper or the lower primary examination. The 132 schools represented in either one or both of these examinations furnished 198 candidates for the upper primary examination, of whom 101, or 51 per cent., passed, and 769 candidates for the lower primary examination, of whom 423, or 53 per cent., passed. These results are, as I predicted they would be, great improvements upon the poor results of last year, when 45 candidates out of 146, or only 31 per cent., passed the upper test, and 274 candidates out of 748, or only 37 per cent., passed the lower test. After the examinations of 1882-83 great pains were taken in making the promotions for the new year, so as to bring the classification of the schools into more perfect order than those examinations had shown it to be in. This year both upper divisions and lower divisions of schools are more generally on a level throughout the district, and both have been fully worked up to the standards prescribed for them. Considerable progress has been shown, and I do not doubt that the progress will continue under the careful supervision of the Deputy Inspector of the district.

279. *Agra.*—"The returns for this year show 190 schools, 4,910 scholars (1,019 upper division, 3,891 lower) and 3,682 average daily attendance. Last year schools were 189, scholars 4,713 (upper division 948, lower division 3,765), and average daily attendance 3,602. In all items, therefore, there has been some increase. The classification is complete up to the 3rd class in 133 of the 190 schools, complete to the 4th class in 36 schools, complete to the 5th class in 14 schools, and there are 7 schools in which the classification does not go above the 6th class. This was the state of things, however, at the end of the year after promotions had been made. In January

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and February, when the upper and lower primary examinations were held, the classification was somewhat different, and there were then only 172 schools that had classes above the 6th, and so were fit to present boys as examinees. The 172 schools presented between them 216 boys for the upper test and 530 boys for the lower test, the numbers passing being 107 in the one case and 276 in the other, or in percentages 50 per cent and 52 per cent. respectively. Last year 86 boys passed the upper test and 289 the lower, so that in the upper test some improvement is shown, in the lower test a decline. Munshi Pransukh, who virtually vacated the district on the 1st of June of the year, had done much for the schools during the three years he had been in charge of them; he had redeemed many of them from the lowest possible condition, and had generally throughout the district improved the system of instruction, by insisting on the proper standards being worked up to and regulating promotions according to the actual performances of the boys. His successor, Munshi Durga Prashad, new to a Deputy Inspector's work, but of long experience in teaching and examining, acknowledges himself to have found the majority of the schools in very fair order and the teaching in 118 of them either good or satisfactory. There are still some 60 schools in which much of the attendance is nominal and the teaching very poor or bad. These schools will require his best efforts. He will have to exercise strong discipline over the teachers, for there is much absenteeism among them. which with some 196 schools to inspect and only one Sub-Deputy to assist him he will find it difficult to check, as Munshi Pransukh found it before him.

280. *Etáwah.*—" An increase of 10 schools (halkabandi) and of 365 scholars during the year brings the total number of primary vernacular schools in this district to 121, and the total roll of scholars to 3,715. The average daily attendance has risen from 2,568 to 2,755. From 111 of these schools constituted in January and February last with a class or classes above the 6th came up 678 boys, 230 for the upper primary examination and 448 for the lower primary. The upper test was passed by 174 boys, or 76 per cent., and the lower test by 374 boys, or 83 per cent. These percentages are high, and the Deputy Inspector must have eased his examinations a little, I think; but the schools were left in very good order three years ago by Munshi Pransukh under a body of teachers for the most part very well trained to their work, and the present Deputy Inspector has done his best to keep up Munshi Pransukh's systems and standards. Many of the schools secure but poor attendance, but in the majority the tuition is satisfactory.

281. *Mainpuri.*—" By the abolition of 17 halkabandi schools very poorly attended the board of this district has been able to add a little to teachers' pay,—'from which advantageous results are anticipated.' The closing of these schools has reduced the number of primary vernacular schools to 107 from 124 last year's returns. The number of scholars has been reduced by 180 and now stands at 3,577: upper division 791, lower division 2,786. Last year there were 540 boys in the upper division and 3,217 in the lower. The proportion between the two divisions has very much improved therefore. In fact, the proportion has doubled in favour of the upper division, 28 per cent. of the scholars being now in that division against 14 per cent. last year. Of the 107 schools only one is without a 5th or higher class, and all but 2—that is, 105 schools—sent up boys for the upper and lower primary examinations: 142 boys for the former and 496 boys for the latter. The results were 114 boys, or 80 per cent., passed the upper test, and 287 boys, or 51 per cent., passed the lower test. The former result is a very good one, and the latter a moderate one; but the number of boys attending either examination is too small to be quite satisfactory. Now that the teachers in these schools have had their pay raised, I hope that we may see them working a little harder and doing something to improve the lower instruction of their schools, for at present it stands below the average in quality.

282. *Etah.*—" Two additional halkabandi schools were opened during the year, and the district now has 125 primary vernacular schools containing an upper division of 1,060 and a lower division of 3,487, or in all 4,547 scholars, against 123 schools with an upper division of 865 and lower division of 3,219, or a total of 4,084 scholars last year. The upper division has increased by 195, the lower division has increased by 266, or a total increase of 463 has taken place in the roll. The proportion of the roll in the upper division has increased from 21 per cent. to 23 per cent. The average daily attendance has increased by 341, having risen from 3,255 to 3,596 during the year. These increases are all satisfactory and show that a good amount of progress is making in the district. Five only of the 125 schools, 2 halkabandi and 3 municipal, had no class above the 6th at the end of the year; but in January and February, in the latter of which months I was passing through the district, there were two other halkabandi schools in that condition. Thus 118 schools were prepared to present boys for the upper and lower primary examinations. From these 118 schools 1,058 boys came up: 277 for the upper examination, 781 for the lower; the number passing the former being 186, the number passing the latter being 508, or in percentages, 67 per cent. and 65 per cent. respectively of the examinees. Last year's results were: 200 examined, 116, or 58 per cent., passed by the upper standard, and 683 examined, 437, or 64 per cent., passed by the lower standard. This year's results in either examination show, therefore, a substantial advance upon those of last year. Primary vernacular

instruction has certainly improved in this district both in quantity and quality during the past two years, and the improvement is mainly due to the steadiness and regularity with which the Deputy Inspector of the district, Munshi Ghafur-ud-din, inspects and examines his schools. He has worked hard and intelligently since he came to the district five years ago, and in January last he reaped some reward for his labours in receiving promotion from the Rs. 80 to the Rs. 100 grade.

283. *Farukhabad.*—"Though there are 2 additional schools this year, there is a slight decrease in the roll of scholars in the primary vernacular schools of the district, the figures for this year being 135 schools with 4,436 scholars, against 133 schools with 4,471 scholars for last year. There is a slight increase, however, in the average daily attendance, which has risen from 3,638 to 3,661. The scholars now in the upper division are 1,104, in the lower 3,332, thus the upper division contains 25 per cent. of the roll. Of the 135 schools 131 were classified in January and February last with classes above the 6th, and presented boys for the upper and lower primary examinations. Out of 317 presented for the former test, 243, or 76 per cent., passed: for the latter test 731 boys were presented and 580, or 79 per cent. of them, passed. Last year, with smaller numbers presented in these examinations the percentages passed were 68 and 74. The comparison is in favour of the results of this year and indicates some progress. The notes of my own examinations (held in various parts of the district) of 44 of the schools, in 38 of which I noted improved tuition and classification since my last year's inspection, also go to show that an advance has been made in primary instruction. The Deputy Inspector of this district, Pandit Mulchand, received a step of promotion from the Rs. 100 to the Rs. 120 grade, and this has induced him to postpone his contemplated retirement for 16 months, much to the satisfaction of the president, secretary, and other members of district board, who are very loth to lose him, for he has done good service in the district now for 10 years, and has brought the schools on and kept them in good order by his careful management and strict inspections. The promotion given to him, for which he had been a long time waiting, was thoroughly deserved."

ROHILKHAND DIVISION.

284. The following is from the report of the Inspector:—

Primary English Schools for Boys.

"These include the lower sections of the four Government zila schools in this Division, of the municipal anglo-vernacular middle school, Pilibhít, and of the three aided anglo-vernacular mission schools, Moradabad, Budaun, and Sháhjahánpur, already reviewed in section IV., together with the two anglo-vernacular municipal Inglis Memorial schools, Bareilly, the two municipal schools, Amroha and Sahaswan, the two aided anglo-vernacular mission schools, Sambhal and Chandausi, and the European school, Moradabad. The Government grants for the last two schools were sanctioned only about the close of the year last reported upon, and hence they were not entered in the returns for that year. Accordingly, the number of schools of the class under notice has risen during the year under report from 13 to 15, the number of scholars enrolled from 1,279 to 1,508, the average daily attendance from 1,036 to 1,183, and the fee collections from Rs. 2,691 to 3,559. One hundred and eighty-seven and 272 students have passed the upper and lower primary standards respectively during the year under report from the schools under reference, against 130 and 192 respectively passed during the preceding year. With the exception of the municipal anglo-vernacular school, Pilibhít, which was visited by my predecessor, Mr. Graves, I have inspected all these schools during the year under review.

285. "In the primary sections of the four Government zila schools the number enrolled at the end of the year has increased from 502 to 547, the average daily attendance from 409 to 452, and the fee collections from Rs. 1,853 to Rs. 2,182, while the number of pupils that passed the primary examinations during the year under report is 221 against 203 in the preceding year.

Moradabad.—"The roll exhibits an unusual increase of 66 pupils in the primary sections and has at the end of the year under report 222 names against 156 at the expiry of the previous year. The late upper primary or the 6th class of the Government zila school, Moradabad, consisted of two sections, from which 50 examinees were present at the yearly examination and 45 at the half yearly. Out of the former 26 passed and out of the latter 19, so that altogether 45 passed the upper primary test. The lower primary or the 7th class, which had 44 boys at the end of March, 1883, passed 21 pupils in May and 32 in December last in the lower primary test. Out of the 87 scholars examined in the 8th class 57 were promoted; the 9th furnished 81 examinees, of whom 37 received promotions. The present 6th, 7th, 8th, and 9th classes contain 65, 50, 50, and 57 boys respectively, already too large for the existing staff to teach with proper efficiency.

Sháhjahánpur.—"The numerical strength of the primary department in the Government zila school, Sháhjahanpur, at the close of the year herein reported upon is 124 against 127 at the expiry of the preceding year. In the 6th class, out of 36 boys examined, 25 passed the upper primary and in the 7th class, out of 51 examined, only 24 passed the lower primary examination. The latter result is poor, and the head-

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master complains of the changes made during the year in the instructive staff of the junior classes of his school, in consequence of which, says he, 'it is hard to decide at whose door the blame lies.' These changes, however, were inevitably necessary and could not possibly be avoided.

Budaun.—"The roll shows a decrease of two pupils, having 89 names at the end of the last official year against 91 at the close of the preceding year. Out of 32 students in the late 6th class 21 got promotion, and out of 35 in the 7th 23 were promoted, geography being the stumbling-block, in which not less than 14 boys failed in the latter class. The 8th and 9th classes also did fairly well, but the vernacular translation from English in the former class was literal and not idiomatic.

Bijnor.—"In the primary section of the zila school, Bijnor, the roll exhibits a decrease of 16 pupils, the number now standing being 112 against 128 at the expiry of the previous year. The results of the upper and lower primary examinations are, however, fair, as 19 out of 25 passed the former and 11 out of 16 the latter test.

Municipal Primary English Schools.

286. "These consist of the primary department of the anglo-vernacular middle school, Pilibhít, and the primary English schools, Amroha, Sahaswan, and two Inglis Memorial schools at the eastern and western ends of the city of Bareilly. The first three of these institutions are entirely supported by their respective municipalities, while the last two are partly maintained from municipal funds of Bareilly and partly from Government grants. The number of pupils registered in these schools at the end of the year under report shows a good increase, as being 477 against 389 at the expiry of the previous year. Average daily attendance, the fee receipts, and numbers of passed students in the upper and lower primary standards have all risen.

Pilibhít.—"The primary English section of the municipal school, Pilibhít, has a roll of 59 pupils against 37, and has passed 15 and 20 boys respectively in the two standards of the primary examination against 1 and 3 respectively during the preceding year.

Amroha.—"I visited the municipal English school here on the 5th of February last, and found that the number enrolled had risen from 84 at the end of the year 1882-83 to 106 at my inspection. During the year above alluded to 9 boys passed each standard of the two primary examinations, while 6 and 7 lads out of 11 and 10 present respectively in the 6th and 7th classes came out successful before me in the above two tests. This is in fact a primary school proper and authorized to teach up to the 6th class only; but the head-master, in anticipation of the departmental sanction, has added the lowest class of the middle section also, *viz.*, the 5th, which presented 6 boys before me, out of whom 4 did fairly in almost all the subjects of their study. The failures in the 7th class were chiefly owing to the examinees' deficiencies in English dictation and arithmetic, while those in the 6th and 5th classes were mostly attributable not only to the failed students' want of proper proficiency in the above two subjects, but in history, geography, and Urdu grammar also.

Sahaswan.—"The municipal primary English school at this place I visited on the 15th January last and found 36 pupils enrolled, out of whom one passed the upper and two the lower primary standards; 36 names were also on the register at the time my predecessor inspected the school in the previous year, when he passed three boys in the upper standard and one in the lower.

287. *Inglis Memorial Schools, Bareilly.*—"These two schools are at work in the splendid buildings built for the purpose at the western and eastern ends of the city of Bareilly. The monthly maintenance cost of the former is Rs. 134, and of the latter Rs. 126, of which Rs. 60 and Rs. 55 respectively are paid out of the grant-in-aid and the remainder out of municipal funds. I visited these institutions on the 21st and 22nd April last and found 184 pupils enrolled in the former and 110 in the latter, against 125 and 92 respectively registered at the end of the preceding year.

"In the western school four passed, and in the eastern three, in each of the two primary standards. These results are of course poor, but cannot be pronounced to be unsatisfactory when it is borne in mind that the classes examined by me were new, formed only in January last. The western, being situate in the most populous part of the city, where English education is much appreciated, is more popular than the eastern, and has more numerous new admissions nowadays than usual, because the lower school at work in the high school compound has no accommodation left for new comers, and therefore boys from its neighbourhood also are obliged to flock to the institution under reference.

Aided Mission English Schools for Boys.

288. "There are at the end year under report five schools of this class, marginally noted, against four at the close of the previous year, the one at Chandausi having been brought on the list of aided schools within the official year that has just expired. The first three of these seminaries are anglo-vernacular middle schools and the last two anglo-vernacular primary schools proper, although the lowest class of the middle section, *viz.*, the 5th, has been added to the school at Chandausi. The roll number in the primary sections of these schools has risen from 388 to 469, the average daily attendance from 317 to 362, and the fee collections from Rs. 232 to

Aided mission anglo-vernacular school, Moradabad.
Ditto, Budaun.
Ditto, Lodipur in Sháhjahánpur.
Ditto, Sambhal.
Ditto, Chandausi.

262; the number of students that passed the upper and lower primary standards being 22 and 66 respectively against 19 and 30 in the previous year.

"In the Moradabad school the number enrolled in the primary section has risen from 121 to 138. I visited the school on the 27th February last and found 115 boys present in the primary department, from which 8 passed out of 16 in the upper and 6 out of 15 in the lower primary standard, against 2 and 7 passed respectively at the last inspection of my predecessor.

"In the Budaun school the number on the register has increased from 38 to 55. I visited this school on the 19th of March last and found 37 boys present in the primary section, from which 1 passed out of 7 the upper, and 3 out of 15 the lower primary examination, against 4 and 2 respectively passed at the last inspection, the failures being chiefly in arithmetic. The Lodipur orphanage mission school has a roll of 126 in the primary section against 152 at the end of the previous year. I visited this institution on the 28th of March last and found 74 lads present in the English primary section, from which 3 passed out of 9 in the upper, and the same number out of 13 in the lower primary standard, arithmetic being the stumbling-block, as is generally the case.

"I visited the primary mission school, Sambhal, on the 25th of January last, and found 22 boys enrolled in the English branch against 24 last reported upon. Out of the former one passed in the upper and 8 in the lower primary standard, the number of passed pupils in the previous year being 1 and 4 boys respectively in the above two standards.

"The mission school, Chandausi, which did not appear in the report and returns for the last year, as has already been stated, had a roll of 81 boys at the end of the year that has just passed; 73 of these lads are in the English branch, from which 3 passed the upper and 5 the lower primary test out of 5 and 12 boys respectively present in the two highest classes of the two primary sections. I visited this school on the 26th of January last and was on the whole satisfied with all that I saw.

Primary Vernacular Schools for Boys.

289. "The following table will exhibit the statistics of all these schools for the last two years:—

Year.	Number of schools.	Number of scholars on the 31st March.	Average daily attendance during the year.	Fees receipts during the year.	Number of students that have passed		Remarks.
					The upper primary standard.	The lower primary standard.	
				Rs. a. p.			
1883-84 ...	668	22,974	18,165	1,663 0 0	896	2,245	
1882-83 .	643	21, 32	17,014	1,611 0 0	803	2,096	
		Increase during the year under report.					
	25	1,242	1,151	52 0 0	93	149	

"It will be seen from the above that the schools under report have improved in all respects during the year under review, and that the education of the masses in this Division is in a progressive state.

290. "The number of tahsili and pargana schools in this Division at the close of the last year is 34, the same that existed at the end of the previous year. Of these, 32 have the middle and primary departments both, and two the lower one only. One of these, the tahsili school, Shergarh, zila Bareilly, transferred two years ago to this town from the tahsili station Baheri, has not yet reached the middle standard; while the other, *viz.*, the town school, Bilsi, zila Budaun, has been degraded during the year under review from the middle to the primary grade in consequence of the apathy of the people, who could not appreciate higher education than that given in the 3rd class. In the primary sections of all these 34 institutions the number of pupils enrolled has risen during the year under review from 2,501 to 2,644, the average daily attendance from 2,070 to 2,138, and the fee collections from Rs. 1,401 to Rs. 1,422. I examined all the primary classes (from the 3rd class down to the 7th) both inclusive) of all the Government tahsili and pargana schools that were inspected by me during the year under report, and after the results attained I distributed prizes also to the successful students. Omitting all those lads that passed in the curricula for the 4th, 6th, and 7th classes, 189 have passed the upper and 288 the lower primary standard from the 3rd and 5th classes respectively of the schools under reference.

Village or Halkabandi Schools.

291. "The usual statistics of these institutions for the last two years are as under:—

Year.	Number of schools on the 31st March.	Number of scholars on 31st March.	Average daily attendance during the year.
1883-84	602	18,814	14,779
1882-83	577	17,[illegible]	13,734

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"As these schools are supported out of the one per cent. rural cess income, no tuitional fees are levied in them. In all other respects they have advanced satisfactorily, as will appear from the statement noted above. The subjoined is the usual table showing the numbers of schools and scholars at the end of the last year in each district of this Division as compared with those at the close of the previous year:—

Zila.	1883-84.		1882-83.		Remarks.
	Number of schools.	Number of scholars.	Number of schools.	Number of scholars.	
Bijnor	101	3,336	100	3,146	
Moradabad	110	3,189	109	3,117	
Budaun	116	3,316	102	2,831	
Bareilly	120	4,140	109	3,800	
Shâhjahânpur	99	2,865	101	2,934	
Pilibhît	55	1,968	55	1,[illegible]85	
Total ...	601	18,814	576	17,713	
Tahsîli and pargana schools	34	2,644	34	2,501	
GRAND TOTAL ...	635	21,458	610	20,214	

"It will be seen from the statement inserted above that the number of halkabandi schools in this Division has increased from 576 to 601, and the number of scholars in them from 17,713 to 18,814. Each district shows an increase of schools or scholars, or of both, save the zila Shâhjahânpur, in which the decrease of two schools and 69 scholars will be explained in its proper place.

"As regards my examination of these schools, the old plan of calling in the 3rd and 5th classes to the centres fixed by me was adhered to, as has already been stated, and the results were that in all the halkabandi, tahsîli, and pargana schools 779 students passed the upper and 1,817 lads the lower primary standard at the centres of examination held by me and my predecessor, while 72 and 247 pupils passed those standards respectively at the above tests held by the Deputy Inspectors in their respective districts.

The number of pupils that passed each of these two standards within the last two years in each of the six districts in this Division will be seen from the table given below:—

District.	*Number that passed in 1883-84.*		*Number that passed in 1882-83.*		Remarks.
	Upper primary standard.	Lower primary standard.	Upper primary standard.	Lower primary standard.	
Bijnor	222	473	237	467	
Moradabad	147	478	131	445	
Budaun	164	349	122	213	
Bareilly	130	273	114	258	
Shâhjahânpur	105	309	111	381	
Pilibhît	83	187	69	205	
Total ...	851	2,064	784	1,969	

"The pupils of the 3rd classes of these schools were examined in reading, writing, grammar, geography of India, history of India up to Muhammadan period, and arithmetic as far as double proportion involving vulgar fractions.

292. "A brief account of the state of vernacular primary instruction in each district of this Division is given below:—

Bijnor.—"The number of Government primary vernacular schools for boys in this district is 107 at the close of the past year, against 106 at the end of the preceding year. A female school in the interior of the district that failed in that capacity has been converted into a male school during the year under report, and hence the increase of one school over those of the previous year. Six of these schools have been transferred during the past year from their former localities to more populous villages, where they are better appreciated and consequently better attended. The number of pupils enrolled in all the schools under notice and the average daily attendance in them have increased from 3,626 to 3,847. The aggregate numbers of passed students in the two standards are 227 and 479 in the 90 schools examined by me during the last year, against 242 and 478 respectively in the 99 schools visited during the preceding year. The percentages of passed scholars to those present at the time of their examinations are 70 and 79 respectively in the two sections during the year under review as compared with 83 and 77 during the previous year. These figures show that the results

of the upper primary examination are not so good as those achieved in the year preceding the last, but are by no means unsatisfactory, while the results of the lower primary test are decidedly better.

"At the Deputy Inspector's last inspection 254 students passed the 4th class and 972 the 6th and 7th class standards. Out of the 107 vernacular primary schools in the district four are purely Nágri schools with 100 students in them; the others all teach Urdu and Persian with an intermixture of Nágri tuition in 22 institutions, in which the number of Nágri pupils is 437, the total of Nágri scholars in the district being 537. I recommended 13 halkabandi teachers for increase and three for a decrease of one rupee each to their pay. The Deputy Inspector, Maulavi Fazl-ur-Rahman and his Sub-Deputy, Maulavi Ali Ahmad, are good oriental scholars and discharge their duties to the satisfaction of all their superiors, I believe.

293. *Moradabad.*—"The number of Government vernacular primary schools in this district at the end of the last year is 118 against 117, at the expiry of the previous year, as the free halkabandi school, Hasanpur, having been separated from the tahsíli school there, is now at work as an institution quite distinct from the other. Of these 118 schools 55 are purely Urdu, 7 purely Nágri, and 56 mixed, in which Urdu and Hindi are both taught. The number of pupils enrolled in all these has risen from 3,622 to 3,644 and shows an increase of 22 scholars.

"In the 93 schools examined by me 140 pupils passed the upper and 463 the lower primary standard, against 133 and 479 boys respectively passed in the preceding year in the 114 schools examined. The percentages of passed students to those present at the times of their examinations are 80 and 82 respectively in the upper and lower primary sections, against 69 and 73 in the year preceding the last. These results are satisfactory and show that the schools in general are in a progressive state. The halkabandi schools, Bilari, tahsíl Bilari, and Bachhraun, tahsíl Hassanpur, having done well at my examinations, I have recommended them to be raised to the status of a middle school, as the higher classes of people there appreciate education and are anxious to have their boys educated to the middle standard. I have also recommended 11 teachers for increase and 9 for a decrease to their pay, which they deserve after the results of the examinations of these schools inspected by me.

"Munshi Mannu Lal, Dputy Inspector, and Munshi Janki Prasada, Sub-Deputy Inspector, have both worked well during the year and given satisfaction by their intelligence and industry.

294. *Budaun.*—"The number of Government vernacular primary schools in this district is 123 with a roll of 3,792 scholars against 109 schools and 3,269 scholars in the previous year. The students that have passed the upper and lower primary standards in the 99 schools examined by me during the last official year are 158 and 317 in numbers, against 103 and 175 respectively passed in the 72 schools inspected during the preceding year. The percentages of passed pupils to those that appeared for the examinations under reference are also higher during the year under report than those arrived at during the preceding year, as will be seen from the detail noted below:—

Year.	Percentages of passed boys to those present at the	
	Upper primary examination.	Lower primary examination.
1883-84	73	74
1882-83	65	64

"These results are highly satisfactory and show that the schools have made a good progress during the year that has just expired, but still there is much room for improvement. I have recommended 19 halkabandi teachers for an increase to their pay, as an encouragement to the most deserving school-masters in the district. The Deputy Inspector, Maulavi Muhi-ud-din, an able, energetic, and experienced officer, is zealously supported in his work by his Sub-Deputy Inspector, Munshi Debi Prasada, who is a good vernacular author. I am glad to record that he has been promoted last year from Rs. 40 to 50, a step that he well deserved.

295. *Sháhjahánpur.*—"The numbers of Government primary vernacular schools and scholars for the last two years in the Sháhjahánpur district are as follows:—

Year.	Number of schools.	Number of scholars.
1883-84	104	3,352
1882-83	106	3,400

"These include the primary sections of the tahsíli and pargana schools also. The decrease of two halkabandi schools and 69 scholars is owing to the abolition of two unsuccessful schools in this district, and also to the decrease of some pupils in the

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existing schools. The students that have passed the upper and lower primary standards in the 62 schools examined are 81 and 204 respectively, against 99 and 361 that passed those standards in the preceding year out of the pupils in the 71 schools inspected. These results are by no means unsatisfactory, but are very fair, I should think. The Deputy Inspector, Munshi Ishri Parshad, and his Sub-Deputy, Munshi Raghobar Dial, are both good oriental scholars, well experienced and very efficient in the discharge of their duties. I was informed by Mr. Whish, the secretary to the district board, that the former had a peculiar tact of selecting suitable teachers for his schools, which appear to me to have much improved under his management in scholastic attainments.

296. *Bareilly.*—"The Government vernacular primary schools in zila Bareilly have much improved in numbers and attendance in consequence of the unusual decree of interest taken by the members of the district board in the inspection of the same, the number of which has risen from 115 to 126 and the number of pupils registered in them from 4,229 to 4,700. In the 69 schools inspected by me and my predecessors during the year 1883-84, 112 students passed the upper and 223 the lower primary standard, against 95 and 217 passed in the 71 schools visited by the Divisional Inspector during the preceding year. The percentages of the passed pupils to those present for the year under review are 72 and 70 in the upper and lower primary sections, against 59 and 63 respectively during the year that preceded the last. These results are highly satisfactory and show a marked improvement made during the year. The boys of the 3rd and 5th classes in this district evinced a better knowledge of the geography of India and of the North-Western Provinces and Oudh than the pupils of those classes in the other districts of this Division, and it was really interesting to hear from the majority of the little boys of the lower primary department a succinct account of remarkable places in the United Provinces above named. The Deputy Inspector, Pandit Kishen Lal, and his Sub-Deputy, Munshi Gangadhar, take an interest in their work and are good inspecting officers, whose inspections are thorough and consequently very effective. I have recommended four teachers for an increase and six for a decrease to their pay.

297. *Pilibhít.*—"In this district the number of Government vernacular primary schools is 57 as before, containing 2,123 scholars at the end of the last year, against 2,041 at the close of the previous year. Of the 57 schools, 8 are the primary sections of middle schools, 31 have reached the upper and 16 the lower primary standard, while the remaining two have not yet attained even the latter grade and have no higher classes at work than the 6th and 7th of the curricula for our vernacular schools.

"In the 40 schools examined by me and my predecessor 68 lads have passed the upper and 143 the lower primary standards, against 69 and 205 pupils respectively that passed those standards during the preceding year in the 51 schools visited that year. The percentages of passed students to those present at the times of the examinations for the last two years under comparison are as follows :—

Year.		Percentage in the upper primary.	Percentage in the lower primary.
1883-84	...	81	72
1882-83	...	73	88

"Of the 40 schools examined, 7 had the middle, the upper, and the lower primary sections, 23 the two primary sections, and 10 the lower primary section only. The primary sections of all the middle schools examined have done well, save those of the school at Jahanabad, in which 4 students out of 5 present passed the upper primary standard, but none out of 8 passed the lower primary one. The primary schools examined have all done fairly on the whole, and are getting on satisfactorily under the supervision of Maulavi Karamat Ali, Deputy Inspector of Schools, zila Pilibhít, very popular in the district.

Free Schools.

298. "As a rule, no tuition fees are charged in these institutions, which are intended to give gratuitous instruction to the sons of the poorer classes in towns who cannot afford to pay for their education. Two of these schools are at work in Sambhal, one in Moradabad, one in Dhanaura, one in Amroha, and 2 in Chandausi: altogether 7 in zila Moradabad, 2 in zila Budaun, *viz.*, one in Budaun Khas and one in Sahaswan, and 7 in zila Shâhjahânpur, *viz.*, 6 in the city of that name and one in Tilhar; the aggregate number being 16, the same that existed at the beginning of the year under report. They all teach up to the lower primary standard, except the one at Dhanaura in zila Moradabad and the one at Budaun Khás, in the former of which both the classes of the upper primary section and in the latter only one, *viz.*, the 4th, are in operation. As the students of the free school, Budaun, were exempt from the payment of their tuition fees, they were unwilling to be promoted to the tahsíli school, where they had to pay fees. With a view to meet this difficulty fees have been ordered to be charged in the free school in question, and are being levied since the commencement of the year under report. The aggregate roll of all these schools shows a decrease of 8 pupils, as the number registered has fallen off from 714 to 708, but I am glad to record that the average daily attend-

ance has increased from 585 to 599. In the year last reported upon two boys passed by the upper primary standard and 72 by the lower. In the year under report the numbers of passed pupils are 2 and 75 respectively, from which it is concluded that the educational status of these schools is much the same last year as in the one that preceded it

Municipal Primary Schools.

299. "Three of these are at work in Sambhal and five in Pilibhít are supported out of the chaukidari or municipal funds. The number of these schools is the same at the end of the last year as before, but the roll shows a decrease of 17 pupils, as it has fallen off from 257 to 240; the average daily attendance, however, has increased from 166 to 183, and this is satisfactory. The fee collections in these schools during the year under report amount to Rs. 42, and the numbers of students that have passed the two primary standards within the year are 30 and 65 respectively.

"Considering that much atten ion is paid in these schools to the study of oriental languages, the above results are not bad.

Vernacular Aided Primary Schools.

300. "These are the primary sections of the vernacular aided school, Sherkote, in zila Bijnor, and of the aided mission schools and the vernacular primary aided schools themselves in the districts of Bareilly, Sháhjahánpur, Budaun, and Moradabad.

"The number of these schools at the end of the past year is seven, the same that existed at that of the previous year; but the number enrolled has increased from 504 to 515, the average daily attendance from 418 to 426, but the fee collections have decreased from Rs. 210 to Rs. 199, and the numbers of students that have passed the two prescribed standards of the primary department are only 13 and 41 respectively, against 16 and 48 of the previous year.

Bijnor.—"I visited the aided school, Sherkote, in zila Bijnor, on the 20th February last, and found that it contained 102 boys in its primary division, against 105 at the end of the preceding year. Of the 9 boys present in the 3rd class, 5 passed the upper and all 14 of the 5th passed the lower primary test. I examined the other classes also and was glad to notice that they did fairly on the whole; the 4th class, however, required practice in arithmetic and was deficient in history and geography. This school is managed like Government schools and is in good order.

Bareilly.—"In this district the aided mission school, Fatehganj west, belongs to this class and contains 44 names on its rolls, against 42 last reported upon; but the average daily attendance is the same, *viz.*, 39·5 per diem. This school was visited on the 27th October last by my predecessor, who says in his inspection remarks that the state of instruction is on the whole good and, with the exception of the 7th class, all the classes have worked up to or very nearly up to the required standard.

Sháhjahánpur.—"Colonel Gowan's vernacular primary aided school, Khera Bajhera, started and endowed by that officer for the benefit of the villagers who saved his life during the mutinies of 1857, is accommodated in a substantial building erected by its founder. All the classes of the village school scheme, save the 3rd class, the highest, are at work and have been carefully examined by me on the 21st of March last. Out of 50 boys enrolled, against 55 in the previous year, 43 were found present, out of whom only 13 passed the various standards of all the classes in operation. The upper three classes contained only 15 boys, but the last one 35, most of whom were mere beginners. These results are too poor for the expense incurred in maintaining this school, but religious instruction is also imparted and may have to compensate for the deficiency in secular education. A branch school, intended for the benefit of the Chamárs of this and the neighbouring villages, is also at work here and contains 22 children, of whom 16 were brought before me for examination, 6 of whom were boys and 10 girls. Two of the former knew the Nágri character only, but the others were mere beginners. In connection with this institution two village schools were also brought to my camp for inspection, one of which contained 14 boys, divided into the 6th and 7th classes, while the other had some 17 lads, all of whom were mere beginners, except two who passed in characters.

"The school has on the whole done fairly and well deserves the Government grant of Rs. 8 a month that it receives.

"I visited the vernacular primary department of the mission school, Sháhjahánpur, on the 25th March last and found 31 boys present out of 60 enrolled in the Urdu section and 18 out of 30 registered in the Nágri one. In the former, out of 4 boys present in the 5th class 2 passed; but in the latter none was present in that class. This is a lower primary school maintained at a cost of Rs. 23 per mensem and is at present behind the proper standard, but will, I hope, make up its deficiencies by the end of the session.

Budaun.—"The primary section of the middle vernacular department of the American Methodist Mission School, Budaun, contained 28 boys present out of 33 registered at my inspection on the 19th of March last. Out of the former 15 passed the various tests of the primary classes, including 5 lads, one of whom attained the higher and 4 the lower primary standard.

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Moradabad.—"The vernacular primary aided schools in the district of Moradabad consist of the Mission school, Hasanpur, which teaches vernacular up to the upper primary standard and of the vernacular departments (attached to the anglo-vernacular mission schools, Sambhal and Moradabad), that give instruction up to the lower primary grade only. The school first named in this paragraph is maintained at a cost of Rs. 33 per mensem and is a good vernacular school. Out of 4 and 10 boys enrolled in the 3rd and 5th classes respectively, 4 and 8 were present before me on the 2nd February last, all of whom passed the two prescribed standards. The roll shows a decrease of two boys over those found at the last inspection by my predecessor, but this is too insignificant to be much noticed. When I last inspected, on the 28th January and 27th February last, the vernacular departments of Sambhal and Moradabad they stood and did as follows:—

Sambhal.

Classes.	V.	VI.	VII.	Total.
Enrolled	2	6	41	49
Present	2	6	35	43
Passed	2	4	12	18

Moradabad.

	Branch Urdu.					*Branch Nagri*				Grand Total.
Classes	V	VI.	VII.	Total.		V.	VI.	VII.	Total.	
Enrolled ...	9	11	24	44		5	7	66	78	122
Present ...	5	6	22	33		3	3	52	58	91
Passed ...	4	2	2	8		2	1	5	8	16

"Considering that the classes were reformed at the end of January last, the results of the examinations I held were not bad, I should think, although the mission school, Sambhal, also has two departments English and vernacular, but in the annual returns it is included in the English schools only, because the Government grant sanctioned for it is in a lump sum of Rs. 7 a month, while the grants for the other anglo-vernacular mission schools are separate monthly sums for English and vernacular departments both.

Vernacular Primary Unaided Schools.

301. "These two are the endowed schools, one in the old city of Bareilly and the other in the village of Kudha, pargana Aonla, zila Bareilly, and had muáfi lands granted by the ex-native Governments for their support. Both of these institutions teach Persian and Urdu after the fashion of indigenous schools and cannot give proper instruction in our special school subjects, which the teachers do not know."

ALLAHABAD DIVISION.

302. The Inspector reports as follows on the primary vernacular schools of this Division:—

"The number of schools of this class visited during the year was 523. These schools showed close upon 18,000 children borne on the rolls. The Inspector examined 6,092 pupils, of whom 3,283 (or over 52 per cent.) passed creditably. The following table will show the results obtained separately in each district:—

Results of Inspector's Examination of Primary Vernacular Schools, 1883-84.

District.	Number of schools examined	Pupils on roll.	Number examined.	Number passed.	Percentage of passed.
Allahabad	87	2,632	1,077	579	54
Fatehpur	88	3,115	1,038	532	51
Cawnpore	125	4,038	1,485	952	64
Hamírpur	60	2,964	759	436	57
Bánda	82	2,604	897	423	47
Jaunpur	61	2,598	836	351	42
Total ...	523	17,951	6,092	3,283	53

303. "Of the primary schools of the district of Allahabad, those in the first three tahsíls which I (visited Soraon, Phúlpur and Handia) were perhaps the least satisfactory of all. This was to be expected. These schools were inspected in October or early in November, directly after the termination of the hot and rainy seasons, during which the number of school children in attendance greatly falls off (if, indeed, the schools, many of them, are not virtually closed altogether) and when the Deputy and sub-Deputy Inspectors are of necessity less active in tour duties. In the *Soraon* tahsíl the best primary school found, perhaps, was that at Mahrenda; the Nawabganj, Holagarh, and Malakharbar schools ranking next in general efficiency. The Ismailpur, Ismailganj, and Mau Aima schools were disappointing, considering they possessed teachers who were known to be capable of better results. The Fatehpur school was still feeble, though a reliable teacher, Fida Husain, had been in charge of it for three-fourths of the year since it had been last inspected. The only school thoroughly bad and disgraceful was that at Kalianpur, where the school's registers were as falsely kept as the neglect of the boys by the teacher was manifest. In the *Phúlpur* and *Handia* tahsíls, the schools of Sikandra, Sarai Ghani, Bhani Mau, and Bibipur were the most

satisfactory, Sarai Ghani being the best school. The Suron, Bhilka, and Keolapur schools are fair up to the 4th class, and it is doubtful if the teachers are capable of instruction higher than this standard. Gajadhar Prashad, of Keolapur, certainly is not. The Jalalpur school, under Zamin Husain, has gone down disgracefully, and that worthless teacher has been recommended for dismissal. The Ramapur school, under Mazahir Husáin, is in a scarcely less unsatisfactory state than is that of Jalalpur, and the teachers deserve equal punishment. The Dhokri, Jamnipur, Mustafabad, and Jhunsi schools were examined, with the Ramapur school, at Hanumanganj. They are all equally inefficient and unsatisfactory, and should receive much frequent attention from the Deputy Inspector. The Lachhagir and Sáidabad schools are improving, but the advisability of attempting a 3rd class in the former is very doubtful. Puraju Rai, under Misri Lal, is not doing so well as when under the late teacher. Paranipur has exchanged teacher with Karma. The result is not good so far. The classes above the 5th do badly, and even in that class the boys' writing is bad. The Bhupatpur school is a much better one, though even here, with two Muhammadan teachers, the *Urdu* writing is very poor indeed. The Marron school presents 6th and 5th classes only, in which the handwriting is good, but beyond this there is little to show Sat Narayan's worth of the increase of pay he has received. In the *Meja* tahsíl, the best schools are at Konbrar, Gusaura, and Amiliha, though the credit for the latter is due more to the late teacher than to the efforts of the man now in charge. The school at Nauriha is disgracefully bad and the teacher deserves heavy punishment. The Ramnagar school continues wretchedly inefficient, and the call for a school there is more than doubtful. The Meja school is still unsatisfactory. It is difficult of access, being surrounded by swamp and nála country unpassable for months together, and is therefore visited seldom. The Manda school should be a good one, but is very disappointing. The top classes fail, and still the senior teacher has been rewarded by a restoration to a former rate of pay, which he has not proved himself worthy of. Both the teachers are Muhammadans and convey their instruction through the medium of Urdu, while the majority of the population is Hindu, reading and speaking in the Hindi dialect. The assistant teacher, at least, should be a Hindu, for the introduction into the school of Hindi. The Bharatganj, Aonta, Sheopura, and Pakri Siwar schools of this tahsíl may be all bracketed as very poor schools, the Sheopura being the least unsatisfactory. The Dohria school is decidedly bad. In the tahsíl of Karchanau the Balapur, Arail, and Panasa schools do very fairly well. The Khám school is more stationary. The teacher of the Chilla school is not an honest and reliable one. The regular attendance of either boys or teacher is very doubtful. In the Baramar school it was surprising to find considerable improvement, as the case had long appeared a hopeless one. At Karma the people are far too busy and prosperous with their large market pursuits to give a thought of sending their boys to school to be educated, and the Government school continues, as before, an utter failure. With a good school building, and a teacher, drawing Rs. 8 a month, sitting idle, the banias' children learn the banias' modes of *hisáb*, for an hour or so daily, at the '*desi maktabs*, and beyond this the Karma folk hold all education in contempt. The Amreha school is as great an unreality as is that at Karma. A teacher on Rs. 7 a month, with no pupils to teach, is really all that exists as a school in Amreha. In the Bara tahsíl the Dhara school is now by far the best. Those at Manpur and Lalapur are fairly good schools, but past successes have lately made the teachers less careful and assiduous. The Manjhiari and Naoriha schools are very small schools and the teaching results are but poor. The Shankargarh school is very disappointing, and the teacher is deaf to all advice and warning. The Chail tahsíl was this year, for purposes of inspection, taken in two sections,—one being visited from the Karwi district, by crossing the Jumna at Mau, in December, and the second section, near the Grand Trunk Road, was taken at the end of March. The schools inspected in December had not been visited by the Inspector for two years, and had not improved in consequence. Indeed, with scarcely an exception, all the schools assembled at Sarai Aqil had fallen off. Barehti, Aodhán, Tilhapur, Sarái Aqil, Muhár, Purkhás, Mustafábad, Khopáh, Kaneli were all generally unsatisfactory. Purkhás and Barehti, perhaps, were a trifle better than the rest; but, generally speaking, the schools mentioned have been of late neglected, and should receive much more of the Deputy and Sub-Deputy Inspectors' attention. The schools in the northern section of the tahsíl are, however, as satisfactory as those in the southern direction are bad. In fact, the best primary schools in the district lie in this section of the Chail tahsíl. The Kathowla, Begam Sarái, Chail, and Charwa schools are all excellent, and the Páwan school is only one degree less efficient. Other schools there are, such as Kaju, Bhadwán, Mahgáon, and Kashia, lower in the scale, though none of them are bad or unpromising. The Bharwari and Baragaon schools are perhaps the only very poor ones in this direction. The schools of the Manjhanpur tahsíl were inspected in December, the Inspector crossing the Jumna, for the purpose, at Rájapur, and returning again to the Bánda district by recrossing the river at the same ford. The Karári school was by far the best, and is that to which the transfer of the tahsíli school has been suggested. The Asarha and Andhawan schools are also fairly good, that at Sarsowán is not doing so well. Dunga Prashad, the teacher, avoids inspection when he can, and has escaped the punishment

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recommended. The Bidáon school is new and so far is doing well. The Shahpur and Pachhim Sarira schools are very discouraging, the latter especially. Even the class registers show that there is no attendance of boys at the Pachhim Sárira school. In the Siráthu tahsíl the Shahzádpur school is much the best, that at Nara ranking second. The Kara school labours under a disadvantage. A large private school has been opened in this town, and the teachers of the Government school have successively been induced to resign and join the Rafa-i-ám school. A large proportion of the boys wanders backwards and forwards from one school to the other, as inducements may prevail. Government schools are not intended for competitive purposes and, in the presence of the Rafa-i-am school, the Government school at Kara might advisably be closed. The school at Siráthu itself is very primary and is likely to continue so.

304. "In the Fatehpur district, the primary schools of the somewhat scattered tahsíl of Kalyánpur were inspected at the three centres, Aungh, Juniha, and Malwán. Of the first group, the Deomai and Mauhár schools were doing fairly well. The Shiurájpur school was newly opened, and the Kursam and Khudra schools are decidedly in an unsatisfactory state. The Juniha section of the Kalyánpur tahsíl is the worst as regards primary schools. Those of Digh, Kirthi Khera, Shahbázpur, Jafarabad, and Garhi are alike low and unpromising. The Malwán section of the tahsíl contains better schools. Those of Malwán itself, Kutia, Deomai, and Amaura are doing very well, and that at Riwári is promising. The Gunir, Damapur, Daulatpur, and Kunarpur schools are very low in the scale of efficiency. The last-named school has never done well and probably never will. Of the schools in the Kora Jahánabad tahsíl, those at Jahánabad itself and at Bargama are the most flourishing. The Amauli school also is doing fairly well. At Bhainsauli a school has been lately opened. The pupils are almost entirely Muhammadan. So far the elementary classes are progressing satisfactorily. At Dabsaura, Chandpur, Sultangarh, and Mawai the schools are not likely to rise above the standard of a 4th class The Burhwán and Kaunh schools are in a most unsatisfactory state. The former is the veriest farce, and the teachership should be disallowed. The remaining schools of this tahsíl were assembled at Khajua. They are those of Deori, Khutla, Digharwa, Bara, Gaura, and Maharaha. Generally, these schools have nothing real above a 5th class, the Khutla and Bara schools being the only worthy exceptions. The primary schools of the tahsíl of Gházipur were inspected at the three centres, Lalauli, Sáh, and Gházipur itself. Those assembled at Lalauli had not been visited by the Inspector since 1881, and their condition had in no way improved. Indeed, the state of several was very disheartening. The school of Lalauli itself and that of Mehanab are just passable as lower primary schools, but those at Sidháon, Kura Khanak, and Kunhrar could not be in a more lamentable condition, and the visits of the Deputy and Sub-Deputy Inspectors would seem to produce nothing in the way of improvement. At Sáh, the Matanr school presented very fairly efficient classes. In the Maláka school the teacher had manifestly been doing nothing to deserve his pay, and in the Chakaskaran school the children had no books and were hopelessly ignorant of the meaning of a single line they read in the books borrowed from the boys of other schools. The schools inspected at Gházipur itself were in a more satisfactory state than those in other sections of the tahsíl. The Bhirni school was very poor in the matter of instruction, but the schools of Datauli, Khesán, Churiáni, Gamari, and Gházipur are fair specimens of village primary schools. Those of Asothar, Lameta, and Makdumpur are much less satisfactory. The primary schools of the Sadar tahsíl were inspected at the three centres, Fatehpur, Hussainganj, and Thariáon. The municipal free school at Fatehpur has been recast, and now consists of *one* school for both Urdu and Hindi reading, instead of separate schools, as before, for each vernacular. The school has risen considerably in efficiency, and application by the people has been made to have the school constituted a middle class school. The Sempur halkabandi school is a fair primary school; those of Kandhi and Rewa are less satisfactory. The Tisi school has been re-opened, but so far does not promise better than it did when tried before. Of the schools examined at Hussainganj, that of Asani is fully efficient, and the Bataura and Jamráonán schools rank next. The Amiliápal school is much smaller and lower in standard. The Naugaonán, Beragarhewán, and Narauli schools are such in name only. There have been no boys lately in attendance, and the teachers have been idle month after month. At Tharián the Aurai and Palia schools were found in a very satisfactory state, those of Saton, Teni, and Samat being lower in standard and efficiency. The Hathgáon school, with two teachers, has been disgracefully neglected, and the Chulaha and Manda Sarai schools consist of little or nothing more than of teachers being paid for nothing. The primary schools of the Khága tahsíl are, generally speaking, in a very bad way, indeed. Several of the teachers have been newly appointed on the recommendation of the Deputy Inspector, but these appointments are mostly quite unpromising. The Airáwán school is perhaps the best, and this consists of a crowd of newly-collected boys in the lowest classes, and, for the upper classes, boys quite unprepared have been pushed up from the 5th class to the 4th and 3rd in one year. The appointment of Fazl Husain, an inhabitant of the village knowing nothing of the course of school studies prescribed, is a great mistake. He has probably been brought into the school to read Persian with the senior youths.

The other numerous schools of this tahsíl are all more or less neglected, and are no credit to the Deputy Inspector and his assistant. Katoghan, Budhwan, Khaga, Naubasta, Jagjiwanpur, Shahpur, Patti Saadat, and Gaunti do not produce one passably efficient school, while the Naubasta school is really a disgrace. The Khakhrendu tahsíli primary schools were inspected at Bijaipur (near Kishanpur) and at Khakhrendu. The Sarauli school has already been noticed as a middle class school. The Paharpur school has efficient 5th and 4th classes, with nothing higher. The Rari school has been quite neglected by its very false and lazy teacher. Two of the schools assembled at Khakhrendu (Kot and Denda Sai) have been reported of as middle class schools. The Khakrendu school has much improved. The Arheiyeh school is very elementary, with nothing above a 6th class. The tahsíldár advises the Dampur teachership be withdrawn, as the village furnishes no material for a school. The teacher of the Dhata school presented no boys for examination, and from enquiries, at the time, it is likely the Dhata school is in a poor way.

"Speaking generally, the primary schools of the Fatehpur district continue, for the most part, in a very unsatisfactory condition.

305. Of the Cawnpore district the primary schools of the Ghatampur tahsíl were first visited. These were generally found to be satisfactory. Pararilalpur, Patara, Jiháng irabad, and Tilsahra all have efficient primary schools Next rank those of Itarra, Parás, and Kurion, and these are also fairly good schools. In the Bhognipur tahsíl also several good primary schools were presented for examination. The most efficient of these are the schools at Musanagar, Amraodha, Rájpur, Silhara Akorhi, Gurgaon, and Malasa. Next to these and moderately efficient were the Barauli, Pulandar, and Gauri Karan schools. The Mahomadpur school is making no progress, owing apparently to a split between the Muhammadan and Hindu inhabitants, each section of which wants its own teacher, to the exclusion of the other. In the Akbarpur tahsíl the primary schools generally have improved. The Naholi school is a weak one, but all the remainder, as Pirajor, Raipur, Rura, Raman, Fatehpur Roshnai, Gahabon, Ninaian and Sona Rampur (Jajmau), are efficient primary schools. The schools of the Derapur tahsíl were examined at two centres, Derapur itself and Mangalpur. At Derapur the best schools were those of Galuapur and Rasdhan, the Indrukh and Sikandra schools being a degree lower in efficiency. The Sargaon school was found fairly efficient, as also the Kandhi (Bhognipur) school. The Sanihapur school is very poorly taught, and a new school, at Hathunia, has been started under a not very promising teacher. At Mangalpur were found three very good primary schools, Kamalpur, Khanpur, and Malwai: that of Kamheila is improving. The Rasúlabad tahsíl primary schools were examined at three centres, Rasúlabad, Kahanjari, and Tishti. At Rasúlabad were two very good schools, viz., those of Bharamau and Narkhurd. The Pilakh school falls off in classification, and in the Kishora school the instruction is very poor. The Jhinjak (Derapur) school is on a par with that of Pilakh, and the Rampur school is very poor indeed. The Kahanjari school has improved and is now very passably efficient. The other schools examined with the Kahanjari school were all good schools from the adjoining tahsíl of Sheorajpur: these were Kashipur, Karon, and Banuapur. At Tishti a very good school from Banipara was examined, and another from Aonhan, though this latter belongs to the Shiurajpur tahsíli and not to Rasúlabad. The Asalatganj school is not nearly so good, the teacher not attending to his school duties. In the Bilhaur tahsíli the best primary schools are at Saibasu, Bakothi, Makanpur, and Utha. The Deoha, Bachhna, and Utari schools rank next in efficiency. The Kakawan school has been much neglected in its lowest classes, as has similarly that at Anei. The Bisanda school really consists of a teacher who does little but wait upon the zamíndárs and their sons. Of the primary schools of the Shiurájpur tahsíl some have been already noticed in connexion with the Rasulabad tahsíl. The remaining good primary schools of Shiurájpur are those of Byri Sawai, Nigoha, and Bhikhar. Chaubepur, Baghpur, Bansathi, Pura (Bilhaur), and Nafiha rank second in efficiency, Bhowsana having evidently been of late much neglected by a teacher grown careless and lazy. The Radhan and Biramau schools stand the lowest in the tahsíl (several of the middle class halkabandi schools also are in the Shiurájpur tahsíl). The primary schools of the Jajmau tahsíl were examined at the three centres, Bithur, Cawnpore, and Ramaipur. Those inspected at Bithur were three only—Mandhana, Ghanshyampur, and Amilia. These schools are fairly efficient, though the teacher of the last named has not proved himself worthy of the promotion for which he was recommended the year preceding. The village schools examined in Cawnpore were Naubasta, Kakadeo, Maswanpur, Rawatpur, and Nawabganj. With the exception of the last named these do very well. The Nawabganj school has been a continous failure now for several years, and a suggestion has been made that it be closed. Of the municipal schools, those of Mani Ram, Baghia, and Sisa Mau are the most efficient. The remainder are Gwal Toli, Itáwa Bazar, and Sangaonan. These are not unsatisfactory in their condition, the Sangaonan school only having nothing higher than a 4th class. The schools of this tahsíl assembled at Ramapur were generally very poorly instructed. The Kathara, Khirsa, and Majhawan schools are barely passable, while those of Katehrua, Daheli, Ramipur, and Sen are anything but a credit to any one, and should receive much attention from the Deputy Inspector.

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The Narwal tahsíl primary schools were examined at three centres, Sarh, Narwal, and Maharajpur. Those seen at Sarh were the Birhar, Birsinghpur and Gopalpur schools. These schools are respectable, the Birsinghpur school (a reduced middle school) being the best. The schools examined at Narwal also were generally good ones. Kundowli, Barai, Pahabpur, Karbigawan, Harchand Khera, and Sikatia, all contribute schools more or less efficient and satisfactory. The Mahárájpur section of this tahsíl does not afford such efficient schools. The Sirsaul school has improved, and the Tilsahri Najafgarh schools are passable. The Kurwan and Moweiya schools are wretchedly inefficient, and those of Ruma, Mahrájpur, Maholi, and Mahuagaon stand still with nothing higher than a 5th class, or a feeble apology for a 4th class. (The primary schools lying around the Sachendi centre were not examined by the Inspector, as fixed for the 24th February, owing to the stormy weather and approach of rain).

306. "The primary schools of the Hamírpur district have all been inspected and examined. The Mahoba tahsíl was the first visited. The schools were assembled at three centres—Kabrai, Mahoba, and Srinagar. Those inspected at Kabrai were from Gondi, Sarha and Paheira. These are amongst the most inefficient primary schools in the district. At Paheira there is really no school in attendance, and the teachership might wisely be disallowed. The four schools examined at Mahoba were those of Paswára, Sijhari, Supa, and Bilbai. These are all doing fairly well, and the teachers have received or have been recommended for an increase of pay. The primary schools examined at Srinagar were from Powa, Ninaura, and Urwára. The Powa school has improved, and the Nunári school is fairly good. The Urwára school, however, is a disgraceful failure. The register shows there is no attendance, and from local enquiries it would seem that the teachership is for the benefit of the zamíndár and the patwári. The primary schools of the Kulpahár tahsíl were examined at three centres—Kulpahár, Jaitpur, and Panwári. The schools at Kulpahár itself were three only—Sungra, Aktuhán, and Bijaipur, the fourth school summoned (Gowrehari) not appearing. The schools here, as might be expected from the locality, are very backward and lack intelligence. The boys write passably well, but do little beyond this. Similarly, at Jaitpur the schools are few, the attendance most irregular, and the boys correspondingly backward and ignorant. The schools examined with the Jaitpur (middle) school were those of Mundhári and Ajnar. They are both in a very unsatisfactory state. The Panwári section of this tahsíl supports by far the best primary schools. The schools of Panwári itself, Turra, Kankua, are all very good. Next rank those of Killowa, Bendu, and Nigara, and these are passably efficient for primary schools. The schools of the tahsíl of Ráth were all assembled at Ráth itself, there being no other practicable centre for examination. The Ráth primary schools are disappointing. Those from Naurangá and Islámpur were the only ones giving full satisfaction. The Aonta and Majgawán schools perhaps have improved; those of Khera Salajit and Rahuta do fairly well up to a 4th class; the Malehta school has suffered by the teacher, who frequently leaves his post; and the Italia school is a purely *farsi* case. The teacher, Bahadur Lal, a worthless man, has been recommended for dismissal. The primary schools of the Jalalpur tahsíl are numerous and number among them some very good ones. They were visited at three centres for examination, Muskura, Jalalpur, and Benwar. The schools examined at Muskura were those of Muskura itself, Bihuni, Gaharouli, and Amilia. The Muskura school this year shows some falling off, though it is still ranked as an efficient school. The Amilia school has improved; that at Bihuni has suffered from the sickness of the new teacher, Mauji Lal. The Gaharouli school is certainly in a much better state than it was a year or two ago when under a Muhammadan teacher. The best primary school examined at Jalalpur was that of Chaudaut. The Khopra and Bijehta schools do fairly well. The Indarpura teacher presented fair classes up to the 4th. The Benwar and Chhani schools are the best in the 3rd section of this tahsíl; they are both good schools. That at Lodipur is a poor school and is not popular. The school at Sair does badly under a very lazy teacher, Dipsahái, who is not fit to have the charge of a school. The schools of the Maudha tahsíl were collected at Maudha itself, being from Bhabai, Artara, Sissolar, and Karhyiah. The Sissolar and Bhabai schools are the best, and the Artara school is fairly good. That of Karhyiáh is very badly instructed and not likely to improve under Madári Lal, lately appointed, who failed to do any good with schools when in the Bánda district. The primary schools of the Sadar tahsíl were examined at Sumerpur, Hamírpur, and Kurára. At Sumerpur, three of the schools examined were found in good order, *viz.*, those of Ingohta, Bidokhar, and Terha. The Pachkhura school shows no improvement and the attendance is almost *nil*. It would appear useless to continue to allow a teachership for Pachkhura. Of the schools examined in Hamírpur, those of Powtia Buzurg and Bhowli have much improved and are now fairly efficient schools. In the Hamírpur primary school the boys of the upper classes attend very irregularly, and two teachers are certainly not required. At Kurára were inspected, besides the halkabandi middle school of Kurára itself, the four primary schools of Jhalokhar, Patara, Damar, and Misripur. Of these, the first named is the only one which can be regarded as at all efficient. In the Patára school the attendance is good, but the instruction is very defective and bad. The Damar school has no real existence. There is the teacher, but no pupils in attend-

ance. The closing of this manifest farce has already been twice recommended. The Misripur school is unfortunate in its teacher, who is false and most untrustworthy and unfit to have charge of a school. PRIMARY SCHOOLS.

307. "The primary schools of the Bánda district have had this year much time and attention given them, and none of the schools have been allowed to evade the Inspector's examination. The first tahsíl inspected was that of Mau, which, being very extensive, was taken for purposes of school examination from four centres, *viz.*, Kalchia (Bargarh) and Rájápur at either end of the tahsíl, and Mau and Chhibun intermediate. The Bargarh school continues, as it probably ever will, at the most elementary standard. No teacher of any attainments and intelligence will consent to remain at Bargarh, and any one who can teach the boys to read and write a little is all the people desire. Even systematic arithmetic would seem beyond the requirements of the villagers and the intelligence of their sons. At Mau a very good school, from Mundour, was discovered, the Tári and Bahuri schools ranking next in efficiency. The Khandiha school would seem to have quite gone to pieces owing to a village feud, in which, unfortunately, it would seem that teachers and their schools must take sides. The Chulaha school, as when last inspected, is wretchedly small in numbers and low in classification. Nothing above a 5th class need be expected in the Chulaha school. The Chhibun school has much improved, owing chiefly to the exertions of a new náib teacher, Sita Rám. A new teacher from the normal school has done much to improve the school at Hanna, but the neighbouring school of Hatwa has not been similarly fortunate. At Rájápur it was satisfactory to find the Khatwára school had considerably improved this year under Kadirdád Khán. The Nádin school, likewise, was in a much less inefficient state than when last inspected. The next tahsíl visited was that of Kamasin, which, being very large, had to have its schools examined at four centres—Sardhua, Lohára, Kamasin, and Pahári. At Sardhua three schools were examined. The Sardhua school was in a very satisfactory condition, and that of Sursem greatly improved. The Badhedu school is still disappointing. The teacher is anything but an honest worker. At Lohára the school was in a better state than perhaps it has before been, but all the neighbouring schools—Chelolar, Darsenda, and Sánda—are among the worst in the district, and should receive much more of the time and attention of the Deputy Inspector. Of the schools examined at Kamasin itself, that of Pachwán was the only one that showed much real progress. The Musiwán school fails quite in its top (3rd) class. The Baberu school is likely to do much better under its present new teacher, Bhagwan Din, from the normal school. The Patwan school is the least promising of all—classes and instruction all stagnation. The Pahári school has improved and does very well in its lower classes. The Nándi Taura school is passably fair. The Ránipur school does badly, and the boys cannot have been in attendance, in spite of the school register. At Parsonja the school is small and the highest class a 4th. The boys write very well, but their figuring is poor. At Bachhran the attendance is larger, but the highest class is a 5th. The teacher here, lately appointed, is not a promising one. Rám Sahái failed in the Hamírpur district, when he was dismissed. The primary schools examined at the town of Karwi were generally in an unsatisfactory condition. In that of Ainchwára the instruction given has been nothing. In the Sitápur school it is equally bad. The Bhaunri school is even worse, and continues in the charge of two utterly worthless teachers, concerning whom the Inspector's recommendations had received not the slightest attention. The Tirhowán school has been placed in charge of Muhammad Khan, who brought the Singhpur school to ruin and who was recommended for dismissal. While arrangements such as these complained of are made or recommended by the Deputy Inspector, honest work and efficiency in the schools are quite hopeless. The Simaria and Purwa schools are similarly in a most unsatisfactory state. The Deputy Inspector should give much more attention to the several primary schools in the neighbourhood of Karwi. The Badaosa tahsil primary schools were examined from Badaosa itself and from Bisonda. Those examined at Badaosa were from Atarra Buzurg, Kamaura, Badaosa, Rasan, Mahuta, and Turra. The Attara school is passably efficient, but the others are all more or less in an unsatisfactory state. The teachers are of very poor attainments, but as the boys in classes so low as the 5th and 6th fail so commonly, it would appear that the teachers do not endeavour to make up by industry what they are wanting in acquirements. The teacher, Gauri Shankar, now at Kamáura, is a hopeless case. The Badaosa school had lately been closed for a month and re-opened and was, as might have been expected, in a most unsatisfactory state. Subsequent to the Inspector's examination the Badaosa school was visited by His Honor the Lieutenant-Governor, who, finding it located at the seat of the tahsíldár, concluded this was a tahsili school and judged accordingly. This mistake was not corrected until the Inspector met His Honor's camp in the Hamírpur district some weeks after. The Deputy Inspector's increased attention to the several schools examined at Badaosa is much needed and called for. At Bisonda the remaining schools of this Badaosa tahsil were examined. They were from Barágaon, Bhadedu, Kurrahi, and Punahur. The Baragáon school is the best. The Bhadedu school is improving. That at Kurrahi has suffered from a frequent change of teachers. The boys of the Punahur school do badly and cannot have

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been in dail attendance at the school. The schools of the tahsíl of Seondha or Girwán were visited at Sarhá near Kalinjar, at Kurhand and at Bilgaon. The schools examined at Larhar were those of Sarha itself and Gurha. The Sarha school does fairly well; that of Gurha is manifestly for the benefit of the children of the village pattidárs only. A few little boys of the káshtkár class were presented as a 6th class, but they knew nothing and could not have been attending school. At Kurhand the best schools examined were those of the villages of Rosaura Pangara, Kurhand, and Narani. The Chhibaun school, under Matholi Parshad from the Cawnpore district, is improving. The Mahua and Jarár schools are but second-rate primary schools, as is that of Seondha also. Those schools of the Seondha or Girwán tahsíl examined at Bilgáon were from Bilgáon, Murwal, Palri, Sunauni, and Karbai. The Bilgáon and Palri schools had improved, while those of Murwal and Sunauni had made no progress. The work of the teacher of the Karbai school showed satisfactorily. The schools of the Pyláni tahsíl were examined at two centres—Paprenda and Pyláni itself. At Paprenda two good primary schools were presented for examination, those of Luktara and Alauna. The Bhujrak school too, does fairly well, but those of Tindwári and Mungus are in a very backward condition. The Tindwári school should and might be in a much better state than it is. Muhammad Ibrahim's work, after a year, does not prove his efficiency or industry. The Mungus school is new and had not previously been before the Inspector. The Lauba school also is a new one, placed under the charge of one Bishun Parshad, a teacher rejected by both the Hamírpur and Cawnpore districts. Appointments such as these should not be recommended by the Deputy Inspector without previous full enquiries as to the circumstances under which the teacher left his last appointment. The Paprenda school has improved and Kalka Parshad has been recommended for an increase of pay. At Pyláni the best school examined was that of Palara. The Pyláni school, under Piáre Lal, has gone back, and the Gugowli school, under Bachhu Lál, is never likely to rise to respectability under this teacher. In the Barágaon school the boys write very neatly, but can do but little more. The centres of examination of primary schools of the Sadar tahsíl were Bánda itself and Mataund. Of the primary schools examined at Bánda, three were municipal and four village schools. The Khini Naka school is by far the best of the free schools. The Katra Naka school has fallen off greatly owing to the changing of teachers. The present man in charge has been removed some four times in the last year, and been reinstated in his former grade of pay without any sufficient reason. The Aliganj free school also has declined greatly. This is said to have been owing to cholera and the absence of the teacher on sick leave. Of the four village schools, those of Mahokar and Gurch are in a fairly satisfactory state. The boys in the Jamalpur school do very badly and the numbers are very small. Badri Din certainly has not been doing much to deserve his increase of pay, which should not have been recommended. The Mawai Kalán school is very small and the instruction at a very low standard. At Mataund, the Riwári school was the best of those examined. The Khandeb school, too, does very well. That of Ichowli continues at a very low standard, and is likely to under the worthless teacher, Imam Bakhsh. The Kahera school is likely to do better under Lál Bahadur lately appointed teacher. This completes the notice of the primary schools of the Bánda district.)

308. "Remarking generally, the condition of the primary schools of the Jaunpur district is very unsatisfactory. The first tahsíl inspected was that of Machhlishahr. The schools were examined at the four centres—Mungra Badshahpur, Siyánganj, Baraipur, and Machhlishahr. The primary schools examined at Mungra Badshahpur were those of Bhilampur, Garisou, Unchgáon, and Anjia. At Bhilampur there is nothing above a 5th class worthy of attention. The teacher is probably unequal to anything higher than the standard of the 5th class. Mannu Lál has before been reported as incompetent to conduct a school successfully, yet he is allowed to go on year after year drawing the pay of an efficient teacher. The Gariáon school has not improved in the least. A year previously the teacher, Mahabal Singh, was recommended for unfavourable notice, yet no punishment of any kind had been awarded. The Unchgáon and Anjia schools are in a similarly lamentable condition to that in which they were last found. Of the four primary schools—Rája Bazár, Kulhua, Pure Lál, and Barari—examined at Sujanganj, not one is efficient. Even the Rája Bazár school, which did well last year, has fallen off much in instruction. The Kulhua teacher presented a register of attendance full of false entries, and his explanations proved as false as his register. In the Pure Lál school there had been no attendance for the greater part of the year. These schools and that at Parari had been visited during the year, by the Deputy Inspector, once only, and are in a most neglected state. At Baraipar five schools were examined—Sanehta, Baraipar, Salarpur, Mustafábad, and Rámnagar. The teacher of the Sanehta school had received an addition to his pay, but the school presents no worthy improvement. At Baraipar, Salarpur, and Rámnagar the instruction above the 5th class is contemptible. The Mustafabad school presents, more honestly, nothing above a 5th class. As far as standard of instruction is concerned, all these schools may be truly counted as lower primary schools only. Of the four primary

schools examined at Machhlishahr, not one is in a satisfactory state. The Bareri school is in charge of an outsider, a rejected teacher from Azamgarh. Biru Prashad has been appointed some fourteen months and has done nothing. Similarly, the Kunarpur school is placed under a stranger from the Gházipur district. Ram Charan Singh presented a falsified register, and the boys put forward as a 4th class know absolutely nothing. In the Sadar or Jaunpur tahsíl the primary schools were examined at four centres—Sikrara, Jaunpur, Jalálpur, and Saidpur. At Síkrara three schools were found above the general average of primary schools of the Jaunpur district. These were from Fatehganj, Kapraha, and Táhirpur. The Gulzárganj school shows no improvement or progress. At Jaunpur four municipal schools were examined; these attempt nothing higher than the instruction for the 5th class. Twelve halkabandi primary schools were examined in Jaunpur. Of these four only—Gopalganj, Bakhsha, Changapur, and Chitowri—were passable. In nearly all the remainder the writing and spelling even, to say nothing about figures, were simply disgraceful. The schools examined at Jalálpur were five, and were all equally unsatisfactory. The state of the Jalálpur school was simply disgraceful. The Deputy Inspector, as in the case of nearly all the schools of the district, had visited it once only during the year, and that only just before the Inspector's visit, and subsequent to notice of the Inspector's coming. The neighbouring schools of Baragáon and Kusaor had been similarly neglected. At Saidpur was one fairly efficient school, *viz.*, that of Mai. This teacher's work showed well the year previous, and Ram Baran was then recommended for an increase of pay. This recommendation was brought to notice, apparently, eleven months later, or only just before the next annual visit by the Inspector. In the Muftiganj and Bilánor schools the boys know nothing above the instruction of the 5th class, notwithstanding that 4th and even 3rd classes are professed. The Bilánor school has been placed under a stranger, Rám Dás, another of the rejected of Azamgarh. The Saidpur school continues empty, the teacher himself admitting he has nothing to do. A year previously this was brought to the notice of the committee, and the secretary admitted the school should be closed. Yet nothing has been carried out, and the teacher continues to draw his pay in enforced idleness. The Kerakat tahsíl primary schools were examined at Kerakat and Chandwak. The schools at Chandwak did better than did most of the schools at other centres, those of Kweilári, Kanaura, and Chandwak doing fairly. At Kerakat, also, four primary schools were found better than the general run: these were Kumáni, Ambit, Behara, and Jaigopalganj. The Murara school has declined wofully. Lastly are to be noticed the primary schools of the Mariáhun tahsíl, examined at Mariáhun itself. The schools of Bhanaur, Mokalpur, and Guthwan may by leniency be registered as efficient, but the Rámpur Dhanwa and Nauriha schools have declined disgracefully."

309. The following are the Inspector's remarks on the aided primary English schools of the Allahabad Division:—

Muirabád St. Peter's Parish School.—"The infant school numbers nearly 70 children. In the 1st section the little ones read English and Urdu very well, and their translation of English into the vernacular is very creditable for such young pupils. In the 2nd section children merely spell out words in both English and Urdu. Figures and maps do not receive the attention formerly given. In the upper girls' school the two senior sections read English, Urdu, and Hindi very satisfactorily. The Hindi writing to dictation is very fairly good. In arithmetic these girls all worked correctly exercises in division. In the upper boys' school the numbers are about the same as those of last year, three boys of the old 1st class having left to pursue their studies in higher schools. In the top class the boys read English fluently and translate readily into the vernacular. There is much to be done in English grammar, and in arithmetic also the boys were not very successful. There have been fewer changes of teachers during the past year, and the work has consequently been more steady. Nearly all the rest of the primary English schools have already been noticed as the lower departments of secondary schools. For the Colonelganj school, Allahabad, a better building is required. The mission school, Katra, shows less of stagnation than hitherto, and the progress effected by the head teacher contrasts favourably with the results of the work of his predecessor." Of the Karwi anglo-vernacular school the Inspector says:—"In the lower classes the arithmetic is necessarily neglected. Where the senior teacher has his time so much taken up, a separate teacher for arithmetic should be provided for. The grant-in-aid is made to the school as an anglo-vernacular school, but the vernaculars are untaught, while a portion of the grant is expended on the teaching of Sanskrit and Persian. This should not be, and a teacher to be appointed for arithmetic might be chosen competent to aid in the vernacular also. The S. P. G. Mission schools, Cawnpore, will be examined in the month of August, the detailed examinations of the European schools, under the new Code, having taken up the whole of the time allotted for the Cawnpore district out of the period of the annual tour." [I saw the Cawnpore S. P. G. boys' school in February, and was on the whole fairly well satisfied with its condition.]

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BENARES DIVISION.

310. The following is from the report of the Officiating Inspector :—

Primary Schools.

"Under this heading come the primary classes of high and middle English schools, which have already been reviewed, as well as those schools which are only primary, the primary section of middle vernacular schools and primary vernacular schools, and the primary schools for girls and primary schools for English boys. There is this year the same number of English schools as last year. Of these all are aided with the exception of the primary classes of the Mirzapur Government high school. I found at the time of my inspection and examination of these schools that they were doing well. The classification was generally good and the tuition in most of the schools efficient. The chauk primary English school, the infant school, Sigra, and the orderly bazar school, Benares, act as feeders to the high school here. All of them, I may say, are proving useful.

Primary Vernacular Schools for Boys.

"There are 893 primary Government schools (vernacular) in this Division, counting the primary portions of the middle vernacular schools. The total number of boys on the rolls in these schools is 36,901 as against 34,721 of last year. Of these 5,789 are in the upper division and 31,112 in the lower portion of the schools. The total increase of pupils in this Division this year is 2,180. The average daily attendance this year has been 4,248·07. The number of inspections made by the Deputy Inspectors and the Sub-Deputy Inspectors among these 893 schools was 3,782. This gives on the average 4·11 inspections to each school. This must be considered satisfactory as some of the districts of this Division are very extensive and the ground so very marshy as to be unfit to be travelled over in the rainy season. The number that passed by the upper and lower primary examinations this year is not less than the number that passed last year. My examinations, having been carried out in accordance with the departmental instructions regarding such examinations, were perhaps a little too strict, but still some of the districts did very fairly. Boys generally did badly in Hindi literature, and the invariable explanation given to me by the teacher was that their boys were before examined simply in arithmetic and dictation, and sometimes, in addition to these, in geography. I have remarked this to the presidents of the district boards. A brief review of the primary schools of each district is given below.

311. *Azamgarh.*—"There are 148 primary schools, inclusive of one free school, with 6,437 scholars and 4,683·46 daily attendance, as against 143 schools of the last year with 6,108 scholars and 4,999·78 daily attendance. It will be observed that the number of boys has increased, but the daily attendance since last year has decreased. The Deputy Inspector thinks this decrease is due to the strict measures he has taken to check the wrong filling up of the daily attendance register. In the upper and lower primary examinations this year the district has passed more boys than it did last year. The Deputy Inspector, Maulavi Akbar Khan, is a very judicous, able, and energetic officer. It is owing to him that popular education in this district is so efficiently carried out. The Sub-Deputy Inspector deserves as much credit for his good work as the Deputy Inspector himself. Both of these officers have earned the confidence of the local authorities.

312. *Ghâzipur.*—"This district contains 119 primary schools with a total number of 4,932 boys on the rolls as against 4,614 boys of the last year. The average daily attendance this year is 4,240 28 against 3,958 96 of the last year. The upper division of these schools, exclusive of the two free schools, contains 842 boys and the lower division 3,992. The district did very well in my examination of the upper and lower primary classes. The good results of this district must be credited to the able supervision of the Deputy Inspector, Munshi Mahabir Prasad, and of the Sub-Deputy Inspector, Munshi Debi Prasad. Both of these officers have done their work with honesty, zeal, and success.

313. *Gorakhpur.*—"In this district there are 186 Government, three aided and one unaided primary schools, with a total of 7,868 boys on the rolls. The Government primary schools have 7,765 boys on the rolls. The average daily attendance is 6,093·7. The numbers on the rolls since last year have slighty risen in this district. The number of boys examined at the upper and lower primary examinations this year is 862 and 4,789 respectively, as against 848 and 4,188 of last year. The number passed by the upper standard is 528, and that by the lower 2,392, as against 501 of the former and 2,487 of the latter of last year. I examined 45 of these schools. Generally the schools satisfied me. This district is a very extensive one; but the Deputy Inspector and the Sub-Deputy Inspector have done their best to supervise the schools carefully, and deserve credit for their good work.

Ballia.—"The total number of primary schools in this district is 85, inclusive of the primary sections of the 6 middle vernacular schools of the district, with 4,021 boys on the rolls, and a daily average attendance of 3,409·35. This district did remarkably well in my examinations. There is unfortunately no female and no free municipal

school in this district. Thirty schools teach up to the upper primary standard and 37 teach to the 4th class and 11 to the lower primary or to the 5th class. These schools are all well attended. Munshi Balkrishn Lal, the Deputy Inspector, is a very energetic officer, and the district continues to improve under him. He is ably assisted in his work by the Sub-Deputy Inspector, Babu Gajadhar Prasad.

314. *Basti.*—"This year there are in this district 134 schools, with 5,351 boys on the rolls with average daily attendance of 4,484 43, as against 5,427 boys on the rolls with average daily attendance of 4,672·21 of last year. This decrease is due to the ravages which small-pox has made in this district. Out of the 134 schools there are 35 upper primary, 201 lower primary, and 60 which teach to the intermediate 4th class. I examined 57 of these schools and found 23 good, 15 fair, 8 tolerably fair, 5 declining, and 8 bad. The district has generally shown very good results, and I myself would give the credit thereof to Babu Priya Nath, who is a very intelligent officer. The Sub-Deputy Inspector also deserves credit for his good work.

315. *Benares.*—"This district contains 92 schools with 3,534 scholars. The average daily attendance was 2,630·31 in the halkabandi schools. The number of scholars since the last year in these schools has risen by 353. I am sorry to say that this district did very poorly in my examinations. I found the schools very ill taught. The Deputy Inspector, Munshi Mahadeo Prasad, is a deserving man, and it is strange that the district under him has gone back; but the Sub-Deputy Inspector, who is an old man, is not fit for his work. He no doubt did his work well in former days, as his testimonials show; but now a more energetic officer is wanted for this district, as the status of popular education has much gone down and great care and exertion alone can raise that status again. The seven free schools are doing well.

316. *Mirzapur.*—"The primary schools of this district consist of the lower classes of the middle schools, the 112 halkabandi schools, the seven free schools, the London Mission school at Dudhi, and the four Chunar Ghurwa mission schools. The halkabandi schools have 3,937 boys against 3,437 of last year. The average daily attendance was 3,480·01 against 3,181·84 of the preceding year. This district also did very poorly at my examination The free schools on the whole satisfied me. The London Mission schools are doing well. The Deputy Inspector seems to have learnt his work, but his Sub-Deputy Inspector is a perfectly incompetent man. I believe this district, like the Benares district, is suffering on account of its inefficient Sub-Deputy Inspector."

JHÁNSI DIVISION.

317. The Inspector reports as follows:—

"The table in the margin comprises the attendance and the result of the upper and lower primary examinations of the six schools, with the figures for the past, and shows an improvement in both.

Description of schools.		Roll on the 31st March.	Attendance at the Inspector's examination.		Upper primary examination.		Lower primary examination.	
			Roll.	Present	Number examined.	Number passed.	Number examined.	Number passed.
1883-84.	5, Government,	313	292	241	31	13	41	14
	1 unaided ..	24	24	23	...	...	...	...
1882-83.	5 Government,	249	250	213	24	8	31	9
	1 Unaided ...	20	20	19	...	...	...	...

318. *Kalpi (Jalaun).*—"The several classes were in general not well taught in English, and the 8th and the 9th were particularly bad. The results in the vernacular (Urdu and Hindi) were on the whole fair; but there were very bad and wholesale failures in all classes in arithmetic. Altogether the result of the examination was very unsatisfactory, for which the teachers have been seriously warned.

319. *Jhánsi.*—"The result of the examination was on the whole satisfactory, and an improvement on that of last year, except in Hindi, in which the several classes were very little advanced, and the little read had been badly taught. The 8th class did badly in arithmetic, in which 10 out of the 15 boys miserably failed; while the 9th or the last class of more beginners was bad and backward in both the anglo-vernacular and the purely vernacular sections, the Persian and Urdu of the former being alone fair.

320. *Lalitpur.*—"All the classes were in general fair and in much better condition than I found them in last year.

321. *Municipal Anglo-Vernacular School, Kunch (Jalaun).*—"As before, the result of the examination was far from satisfactory. The classification continues to be very defective and simply nominal, and the curriculum very irregular and unsystematic. From what I have seen of this school during the past six years of my connection with this Division, I am of opinion that a school of the kind is not wanted at Kunch.

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and will never prosper—a fact which is further corroborated by what Mr. Roberts, late secretary to the then local educational committee, who took a hearty interest in the schools of the district with which he was so long connected, remarked on the subject in one of his demi-official letters to me, where he said:—'Such an institution was never a real necessity at Kunch, and would never have been anything, were it not for the moral influence and good example of the maulavi (Karim Bakhsh, Extra Assistant Commissioner, recently transferred to Allahabad) in placing his sons there.' I would, therefore, recommend the abolition of this school, which, to my mind, is a useless burden on the municipal resources, and have already expressed my views as here recorded to the Deputy Commissioner and president of the district board in a recent reference connected with the school.

322. *Municipal Subscription Anglo-Vernacular School, Orai (Jalaun).*—"The progress of this school, notwithstanding the addition to the tuitional staff during the year of a second English master and a maulavi for teaching Persian and Urdu, has not kept pace with the very fair beginning it made on being first started in September, 1882, the main cause being the transfer from Orai of the tahsildar, Maulavi Nûr-ul-Hasan (formerly Deputy Inspector of Schools), who had been instrumental in its establishment and took a cordial interest in it. It was, however, doing fairly in general on my annual visit to it in January. The 6th and the 8th classes were generally fair in English, but the 7th and the 9th were bad. The vernaculars, Urdu and Hindi, were badly taught; while in arithmetic there were very bad failures."

323. *Unaided Subscription English Classes, Gursarai.*—"The result of the examination may in general be said to be fair; but I see no use in maintaining these classes, which, while they interfere with the progress of the tahsili school to which they are attached, impart a mere smattering of English.

Unaided Schools (Vernacular).

324. "The 167 primary vernacular schools are the primary departments (comprising classes 3rd, 4th, 5th, 6th, and 7th, the first two constituting the upper, and the other three the lower primary section) of the 13 tahsili, the 139 halkabandi. 6 municipal boys and one girls, and one Government girls' and 7 unaided schools. The aggregate roll at the close of the year was 5,217 against 5,028 in the 165 schools for the previous year: an increase of two schools and 189 scholars, the former being due, as has been said before, to the opening of three new halkabandi schools in Lalitpur, against the closing of one of the same description in Jalaun. As usual, all these schools (with the single exception of the Gopalpura unaided school in Jalaun, which did not appear at the examination again this year, and will, if it continues to be a defaulter, be in future excluded from the divisional list of unaided schools under regular inspection) were very minutely examined in all classes and in the whole curriculum, and full general particulars of their attendance, examination, results, and progress, with the figures for the past year, are summarised, district by district, in the following comprehensive statement:—

District.	Kinds of schools.	Total number of schools.	Total roll attendance at the examination.	Number of pupils present at the examination.				Passed.				Percentage of passed.	Progress.		
				Upper primary, classes III. and IV.	Lower primary, class V.	Elementary, classes VI. and VII.	Total.	Upper primary.	Lower primary.	Elementary classes.	Total.		Improved.	Stationary.	Fallen off.
Jalaun ...	Government ...	80	2,278	199	307	1,514	2,020	63	143	737	943	46·68	34	23	18
	Unaided ...	3	90	4	16	55	75	2	7	21	30	40·00	1	...	2
Jhánsi ...	Government ...	54	1,711	163	213	1,192	1,568	42	84	449	575	36·6[illegible]	23	21	19
	Unaided ...	3	68	2	7	50	59	...	3	11	14	23·73	1	1	1
Lalitpur ...	Government ...	26	870	77	100	583	760	20	42	243	305	40·13	8	8	7
	Unaided ...	...	...	...	...	...	...	...	...	...	...	...	...	..	...
Total ..	Government ...	160	4,859	439	620	3,289	4,348	125	269	1,429	1,823	41 93	65	52	44
	Unaided ...	6	158	6	23	105	134	2	10	32	44	32 84	2	1	3
Total of 1882-83.	Government ...	157	4,661	388	538	3,131	4,057	104	246	1,390	1,740	42·89	56	42	53
	Unaided ...	6	165	1	22	109	132	...	10	39	49	37·12	3	1	2

"The additional increase of one (*i.e.*, besides that of two just accounted for) in the total number of Government schools, as compared with that of last year, shown in the statement, arises, as above explained, in the general summary review of schools and scholars, from the fact of one halkabandi school in Jalaun (the same already mentioned as closed during the year) having last year sprung up into existence after my annual visit to the district, thereby showing the number of schools examined by me to be less by one than that on the 31st March, and whose defunction soon afterwards, and consequent exclusion from this year's figures, has removed the disparity

while the similar discrepancy of nine and six between the total number of Government schools and the figures in the *progress* sub-columns for this and the past year, is owing to these extra schools having either been newly established or substituted for others that were abolished, and consequently examined for the first time.

325. "Here again, as the above results show, Jalaun takes the lead, while Lalitpur comes next to it, thus beating Jhánsi, which ranks third or last. The upper primary classes are still below the standard—if not actually backward—while the lower primary and the elementary have made considerable and very satisfactory progress during the last six years, passing on an average 43 per cent. each of their entire strength at the examination from all the Government schools, against 28 per cent. only for the former or the upper primary section, as will appear from the table in the margin.

District.	Percentage of passed.		
	Upper primary classes	Lower primary classes.	Elementary classes.
Jalaun	32	47	49
Jhánsi	26	39	38
Lalitpur	26	42	42
Total ...	28	43	43

34. The two girls' schools which form part of the above statistics, *viz.*, the one Government in Jalaun and the one municipal in Lalitpur, continue to be a mere sham, and there is not the least probability of the further trial the district committees have thought fit to allow them resulting in any better success than has attended them during the sixteen years nearly they have been in existence."

KUMAUN DIVISION.

326. The Inspector reports :—

"There is this year also an increase of nine schools over the number of last year. The average attendance has risen from 6,272 to 6,843.

Kumaun.—"The Khotikhan halkabandi school has been raised to the status of a tahsíli school and is doing very well. In two of the newly-opened schools, Daulaghat and Lohaghat, I found 120 and 110 boys present respectively. At *Karnkarait*, which is close to *Khetikhan*, 110 boys were present at my inspection. These are the only halkabandi schools in Kumaun which have an attendance above 100. Of 90 schools inspected by me 47 have improved during the year, 15 were stationary, 18 new and 10 fallen off. The schools that have shown no progress will be transferred to places where people ask for them. I submit my inspection memos. to the district boards, where they are discussed and action taken on them.

327. *Garhwál.*—"Of the 32 halkabandi schools examined by me 12 were new, 12 improved, 2 stationary, and 6 fallen off. There was no proper arrangement for the supply of books to the pupils. I have proposed that the Sub-Deputy Inspector should be made responsible for the regular supply of text-books to the schools. I have also brought to the notice of the district board that a uniform rate of pay to teachers, *viz.*, Rs. 5, which prevails in that district, is a bar on the personal exertions of teachers. There are some schools better than others, and if no distinction is made between good and bad teachers, the former lose their heart. In Kumaun and the Tarái districts there are several grades of teachers, and the claims of the deserving teachers in Garhwál to better pay are only just. Assistant teachers, too, are required in some schools where the attendance is very large, for which one teacher is not enough. The largest attendance a school showed in Garhwál was 98.

328. *Tarái.*—"In the Raipur halkabandi school two boys have lately commenced to study for the middle class examination. Mowakhera school is training up the boys very well. I found the pupils quicker there than elsewhere. The Kashipur municipal school is popular, where the attendance has risen from 40 to 44.

Aided Schools.

329. "The aided schools of Pithoragarh, Ránikhet, Dwara Hat, and Srinagar are all primary. The attendance at Pithoragarh has considerably increased, which was 134 at my inspection, and there is improvement in tuition also. Boys were not, however, well up owing to their irregular attendance thoughout the greater part of the year, but they are now showing signs of improvement and attending the schools regularly for the last few months.

"I found 52 boys present in the Ránikhet school. There are three classes learning both English and vernacular. The routine of study drawn up by the head-master lately is well conceived, and if worked well will produce good results.

"The Dwara Hat school has an attendance of 81. The number of pupils has fallen off somewhat in consequence of the fees being levied for the first time, the school being hitherto free. The classes were well arranged and the discipline of the school good.

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"Mr. Buck's girls' school is doing pretty well, and if it goes on for some time, may succeed in getting pupils to appreciate female education.

"The Srinagar school had 80 pupils present at my inspection. They did not acquit themselves well, and this the teacher accounted for as the consequence of the boys being absent in *Holi* holidays."

OUDH DIVISION.

330. The Inspector of Schools reports as follows on the primary schools within his jurisdiction :—

Primary Schools (English) for Boys.

"The number of boys' schools in which English is taught with the vernacular up to the primary grade, and the number of students enrolled on 31st March for the last two years, are shown as follows :—

		Number of schools		*Enrolment on 31st March.*	
		1882-83.	1883-84.	1883.	1884.
(1)	Primary sections to secondary schools, Government	11	11	1,167	1,210
(2)	Ditto ditto ditto, aided ...	7	7	892	1,028
(3)	Branches to secondary schools, Government ...	21	22	1,396	1,524
(4)	Primary schools proper, aided	8	7	845	790
(5)	Ditto unaided	2	4	102	373
	Total ...	49	51	4,402	4,925

"The first two groups (the primary sections to secondary schools) have been described already in connection with the Government zila schools and the aided anglo-vernacular schools of the high or middle rank, of which they are inseparable parts. There is nothing left, then, but to describe the three remaining groups.

331. "The branches to secondary schools, which constitute the third group, are all without exception managed by the department and consist of small ancillary schools attached to the Government zila school of the same town or station. The fourth and fifth groups are all missionary schools, aided or unaided. Some of these are branches to larger schools and others are on a more independent footing. The variation within the last two years as to the number of schools, the attendance, fee receipts, and expenditure can be seen in tabular form as follows :—

Year.		Number of schools.	Average monthly enrolment.	Average daily attendance.	Fee receipts.	Total expenditure.	Average cost per pupil.	Average cost to Government.
					Rs a. p.	Rs. a. p	Rs. a. p.	Rs. a. p.
Government.	1882-83 ...	21	1,336	1,140	1,186 14 3	5,606 3 4	4 14 8	2 2 2
	1883-84 ...	22	1,504	1,278	1,291 3 9	5,850 2 6	4 9 3	1 8 4
Aided ...	1882-83 ...	8	783	579	410 3 9	6,322 9 9	10 14 9	4 4 10
	1883-84 ...	7	743	598	514 11 9	5,842 8 0	9 12 4	4 2 2
Unaided ...	1882-83 ...	2	79	46	57 0 0	660 0 0	14 5 7	...
	1883-84 ...	4	360	267	44 12 0	1,529 10 6	5 11 8	...

"The *Government* branch schools have, as usual, been economically managed. Although English forms part of the curriculum, yet the cost per pupil is very little more than at a village or purely vernacular school of the same rank. One more branch has been added since the previous year at Gonda. But the addition of one single school does not alone account for the addition of 168 students to the average enrolment, or of 138 to the average daily attendance. The schools have all been inspected during the past year, and the addition of so many pupils is chiefly due to the industry of the teachers and to the careful superintendence exercised by the visitors deputed to this duty from the staff of the zila schools. The *aided* primary schools have decreased by one, but the average daily attendance has risen by 19 and the fee receipts by Rs. 104. The best of these schools are situated in Lucknow, and are managed by the Wesleyan or American Missions. The school at Pannahpur, in the Kheri district, which I was able to inspect for the first time in March, 1884, is an interesting specimen of an anglo-vernacular village school situated in the midst of a purely rural community. The *unaided* schools have risen from two to four by the addition of the Khatri patshála in Lucknow city and the establishment of a new anglo-vernacular school at Nanpara in Bahraich. The Khatri patshala represents the first attempt made by the citizens of Lucknow to found an anglo-vernacular school of their own without the aid of missionary funds. The primary object of the movement was to encourage the Hindi language ; and hence every student who joins this school

must learn Hindi, though he is permitted to take up Urdu also. The managers are also very particular that every boy should learn English, and in this respect the school has already made appreciable progress. From the 1st April, 1884, this school has been in receipt of a grant from Government, and thus it will not appear in the unaided list in future reports. The Nanpara school, supported by Raja Jang Bahadur, has been alluded to already in company with the Boundi and Akouna schools, supported from the Kapurthala estates. The tuition given at the Nanpara school is entirely free, the Raja having decided to take no fees whatever from the pupils attending.

332. "There are two distinct standards by which primary English schools are tested. The lower primary, which is the standard of class VII., consists of the four simple and compound rules of arithmetic, an easy course of reading and writing in the vernacular, and a still more elementary course in English. The upper primary standard, which is peculiar to class V., surpasses the preceding by two full years of study and includes (besides a more difficult course in English, vernacular, and arithmetic) the elements of Persian and the outlines of Indian history and general geography. The results of the last two annual examinations are shown as follows :—

Year.		*Lower Primary Examination, Class VII.*			*Upper Primary Examination, Class V.*		
		Enrolled.	Examined.	Passed.	Enrolled.	Examined.	Passed.
Government ...	1882-83 ...	334	271	172	...	...	...
	1883-84 ...	283	204	166	...	...	...
Aided	1882-83 ...	69	51	35	49	32	10
	1883-84 ...	94	66	45	45	25	19

The unaided schools have not sent in any returns as to these two examinations. The aided schools have made some progress since the previous year in the number of passmen. In the Government schools the number of boys who have passed in the 7th class or standard is large in proportion to the number of examinees. As these are merely branch schools, they are not required or even allowed to teach above class VII. Their object as branch schools is merely to teach the elements of Urdu, English, and arithmetic, and thus to prepare boys for admission into the zila school. In this capacity they are doing excellent work, and at a cost of less than Rs. 5 a year per student. Were it not for these ancillary schools, the task would devolve upon the zila school itself.

Primary Boys' Schools (Vernacular).

333. "The number of primary schools or sections, vernacular, in the year under report was 1,208, with a total enrolment on 31st March of 49,654 students. This is exclusive of schools attended by girls, which will be noticed hereafter. The entire list of boys' schools of this class can be conveniently grouped under five different headings, as shown below :—

	Number of schools.		*Number on rolls.*	
	1882-83.	1883-84.	1883.	1884.
(1) Primary sections to middle schools, Government	57	54	4,521	5,101
(2) Village schools, ditto	1,106	1,107	40,998	42,863
(3) Primary town schools, ditto	25	26	775	843
(4) Primary schools, aided	8	8	263	368
(5) Ditto, unaided	9	13	270	479
Total ...	1,205	1,208	46,827	49,654

Nothing further need be said about the first group (primary sections), as they have been described already in connection with middle schools, of which they are inseparable parts; and full statistics have been given as to enrolment, examinees, and passmen. My remarks will therefore be confined to primary schools proper—that is, to village schools (Government) and to town schools (Government, aided and unaided).

Village Schools.

334. "By far the most important and most numerous group of schools of the class under report consists of those which are known as village or halkabandi schools. These are maintained entirely by Government funds, a special tax or cess being levied for this purpose from the agricultural community. The variations as to the number of schools, their cost and the number of students attending can be seen from the following tabular statement, which gives the statistics for the last two years :—

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Year	Number of schools.	Enrolment on 31st March.	Average monthly enrolment.	Average daily attendance.	Total expenditure.	Average cost per pupil to Government.
					Rs.	
1882-83	1,106	40 998	40,079	31,450	1,20 703	3 8
1883-84	1,107	42,863	41,358	33,102	1,14,930	3-7

The number of schools has therefore remained the same, except for an increase of one. But the enrolment on 31st March has risen by 1,865, the average monthly enrolment by 1,279, and the average daily attendance by 1,652. On the other hand the expenditure has decreased by Rs. 5,773. In each of my last three annual reports I have alluded to the sedulous efforts made by the department to put a stop to fictitious entries of attendance and to insist on the registers being regularly and accurately kept. These efforts have been in no way relaxed during the year under report. The teachers have been roused to a sense of the necessity of doing honest work; and the increased attendance which has now been secured is the natural and expected consequence. The first effect of the strictness exercised in examining the registers was that a large number of names was struck off the rolls; and hence up to the close of the year 1881-82 the annual statistics of enrolment and attendance displayed little or no signs of improvement or increase. In the year 1882-83 the tide began to turn. By the close of that year the enrolment at village schools had risen by 886; and by the close of the year under report there was a further addition of 1,865, which gives a total rise in the last two years of 2,751 students.

335. "In the annual statistics attached to the present report nothing has been shown as to the amount of fee collections realized or said to be realized at village schools, though it has been the custom to include such amounts up till now. It has now been happily decided by Government that such receipts should not appear in any form in the public accounts. It was impossible to test the accuracy of the amounts reported by village teachers. The plan which was proposed in one district of paying the fees into the tahsil treasuries would have led to much confusion and discontent. The fees are the perquisite of the teacher; and as many of them are paid to him in the form of grain, or firewood, or cloth, they could not have been lodged in the treasury without being first converted into cash. The trouble which this would have caused would have been more than the fees were worth.

336 "The curriculum at village schools, as at all other schools, or sections of the same grade, is divided into an upper and a lower course, of which the former comprises classes IV. and III. and the latter classes VII. to V. As the scheme of studies was described in detail in the last report, it need only be briefly alluded to in this place. In class VII. the students commence the alphabet, and do not receive promotion to class VI. till they can write easy monosyllables to dictation and work out very easy examples in simple addition. In class VI. they complete the first three simple rules of arithmetic and learn sufficient reading and writing to be able to write easy sentences from dictation. In class V. they complete the four simple and compound rules of arithmetic and learn to read and write from a more difficult reader and from a letter-writer. The standard of class V. marks the close of the junior course, and those students who satisfy the examiner in arithmetic and dictation in this standard are considered to have passed the lower primary examination. From this stage the senior or upper part of the curriculum is commenced. In class IV. the students practise reading and writing to a higher standard, finish the rules of simple interest, discount, and simple and double proportion, and learn the geography of Hindustan and the history of Oudh, ancient and modern. In class III. (the last and highest) they finish the remaining rules of arithmetic, go through a larger and more difficult course of literature, learn mensuration, general geography, and the history of India. Students who pass in *all* subjects in classes IV. and III. are considered to have passed the upper primary examination, and are so recorded in the annual statistics of educational results.

337. "We have next to show what proportions of the 42,863 students enrolled in the village school registers on 31st March were studying in the several classes or standards just described. The following statement gives the details for the last two years :—

Enrolment on 31st March.	*Lower Primary Section*				*Upper Primary Section.*			Grand Total.
	Class VII.	Class VI	Class V.	Total.	Class IV.	Class III.	Total	
1883 ...	19,176	8,208	6,052	33,436	4,422	3,140	7,562	40,998
1884 ...	19,148	8,079	6,426	33,953	4,784	4,026	8,810	42,863

Thus in the three lower classes the total increase amounts to 517, and in the two upper ones to 1,248. This is the best result, so far as classification is concerned, that I have ever been able to report since my acquaintance with the Oudh village schools commenced. Up to the year 1882-83 the increase of pupils in the upper classes, if there has been any increase at all, has always been exceeded by that in the lower ones. In the year 1882-83 the rule began for the first time to be reversed. In this year the increase of pupils in the upper classes exceeded that in the lower by 60. In the year under report this upward tendency has received a much more appreciable impetus, for the increase in the upper classes has now exceeded that in the lower by 731. A reference to the above statistics will further show that in the 3rd or highest class alone the present enrolment exceeds that of the year 1882-83 by 886 students. Any one who has had experience of the working of village schools in these Provinces will (I think) admit that an accession of so many students in the highest class within 12 months, implies a decied step in advance. It is a matter of no small difficulty to induce village school boys to remain long enough to complete even half, much less the whole, of the curriculum, for there are many counter-inducements, based on self-interest or necessity, which tempt or compel them to leave at a much earlier stage. The progress which the schools are making in this respect is due entirely, as I think, to the exhaustive and searching nature of the annual examination to which all village schools are now subjected in the Oudh districts. This examination was first brought into regular form, and the rules compiled into a specific code, in the year 1881. It has now been held three times in the last quarters of the official years 1881-82, 1882-83, and 1883-84, and a marked improvement in the condition of the schools has been the result. A complete examination code, strictly but justly enforced at the close of each official year as the test of the year's work, and backed up, as this is, by the annual award of suitable rewards or penalties, cannot but lead to better teaching, and better teaching cannot but lead to an improved classification, such as the above statistics disclose.

338. "The results of the last general examination are shown in the subjoined tabular statement. The examination is held, as I have stated already, in the last quarter of each official year. This statement will enable the reader to compare one district with another and the year under report with the previous year. It shows not only the number of students who passed in *all* subjects, and who therefore received promotion and a reward, but also the number who passed in individual subjects, but may have failed in others. There has been no change in the mode of conducting the examination. Definite rules have been laid down as to the number of questions to be set in arithmetic and mensuration, as to the number of lines to be given for dictation or composition, as to the system of marking for each subject, and as to the number of marks which will qualify a student for passing. The Assistant Inspector and myself take as large a part as we can in this examination, or, if we cannot be present in the district while the examination is being held, in testing the work which the Deputy Inspector has done and re-examining the classes already examined by him. In the year under report 79 village schools (exclusive of other primary schools or sections, Government or aided) were examined by Munshi Durga Prasad, the late Assistant, 161 by Mr. Graves, and 241 by myself. Every village school in Oudh, every branch school, every primary mission school, and every primary section to middle schools has undergone this examination. But the return here given applies only to the Government *village* schools. Similar statistics for the other primary schools will be given hereafter:—

Results of general examination of village schools in Oudh held in last quarters of 1882-83 *and* 1883-84.

District.		Total number of village schools.	Passed in all subjects of examination.												Passed in individual subjects of examination.												
			Standard or Class VI.			Standard or Class V.			Standard or Class IV.			Standard or Class III.			Standard or Class VI.		Standard or Class V.		Standard or Class IV.				Standard or Class III.				
			Enrolled.	Examined.	Passed.	Enrolled.	Examined.	Passed.	Enrolled.	Examined.	Passed.	Enrolled.	Examined.	Passed.	Dictation.	Arithmetic.	Dictation.	Arithmetic.	Dictation.	Arithmetic.	Reading.	History and geography.	Composition.	Arithmetic.	Reading and parsing.	History and geography.	Mensuration.
Lucknow ...	1883...	64	419	329	192	297	243	252	148	129	99	78	70	50	226	249	231	203	120	99	115	113	56	50	60	59	64
	1884...	63	369	333	254	282	240	184	208	182	142	145	120	71	284	280	221	193	180	148	178	166	98	93	92	87	87
Bara Banki,	1883...	123	862	613	489	589	425	398	240	240	190	109	67	53	506	551	415	397	235	222	235	197	61	60	64	54	62
	1884...	123	865	765	648	579	498	466	391	329	254	232	209	157	668	711	483	474	324	266	321	290	208	169	207	184	204
Unao ...	1883 ..	100	699	541	239	397	322	189	203	163	64	70	60	31	286	340	238	203	129	101	144	102	41	46	45	33	44
	1884...	96	713	630	380	438	389	319	249	213	126	127	120	77	456	483	357	334	202	179	185	151	110	111	107	83	105
Sitapur ...	1883...	112	639	360	224	465	281	202	312	186	97	275	181	64	301	236	262	204	181	104	183	142	172	74	177	123	122
	1884...	111	566	498	298	354	326	210	317	294	182	238	227	105	353	413	266	237	274	214	281	221	204	128	213	167	174
Hardoi ...	1883...	114	694	503	303	557	394	262	309	212	59	100	72	8	402	219	345	266	188	118	190	75	70	44	64	22	35
	1884...	117	743	572	338	552	385	230	339	242	53	175	142	36	438	392	347	241	227	141	230	71	137	120	138	53	60
Kheri ...	1883...	68	434	299	193	284	206	108	130	99	61	26	22	13	232	215	177	125	94	67	91	55	21	15	18	13	18
	1884 ..	71	406	317	192	295	223	146	129	105	54	67	65	21	201	205	178	148	80	67	78	62	53	38	50	23	49
Fyzabad ...	1883...	72	635	526	347	391	346	300	271	232	154	179	161	80	381	434	323	311	202	163	188	211	131	115	134	101	113
	1884...	72	570	530	431	437	395	340	327	306	225	232	217	120	464	476	384	346	295	264	281	252	182	154	184	166	184
Gonda ...	1883...	100	584	487	249	432	357	240	279	209	89	165	142	89	324	248	304	261	194	157	184	118	127	117	126	109	120
	1884...	100	563	479	278	436	353	237	307	250	126	236	207	104	343	338	308	255	235	161	219	174	178	142	177	155	166
Bahraich ...	1883...	75	743	528	278	457	339	240	353	273	197	181	147	68	362	305	293	261	249	212	240	243	117	94	128	77	111
	1884...	75	647	483	311	448	342	247	280	211	146	220	205	108	357	365	301	265	199	161	171	169	178	134	160	149	135
Rae Bareli,	1883 ..	114	994	713	424	705	551	387	468	316	116	337	252	109	546	481	523	396	305	167	171	291	233	232	180	176	170
	1884...	115	876	701	424	657	557	362	491	421	211	370	309	152	497	536	470	409	382	289	308	268	210	230	220	180	254
Sultanpur,	1883...	87	614	515	266	492	384	270	343	255	147	139	124	85	305	383	317	210	222	200	204	170	88	101	99	86	97
	1884...	88	646	548	423	456	403	325	347	303	190	247	231	114	453	478	371	344	275	250	246	240	178	181	166	170	194
Partabgarh,	1883...	77	551	449	329	467	330	289	394	262	180	375	204	130	427	447	315	291	258	222	257	197	197	168	189	162	173
	1884...	76	579	546	382	06	347	272	323	272	181	311	256	158	459	397	318	337	264	213	260	244	232	192	235	225	245
Total ...	1883...	1,106	7,868	5,863	3,533	5,533	4,178	3,037	3,450	2,576	1,453	2,034	1,502	780	4,298	4,108	3,743	3,128	2,377	1,832	2,202	1,914	1,314	1,016	1,284	1,015	1,131
	1884...	1,107	7,543	6,402	4,359	5,340	4,458	3,338	3,708	3,128	1,890	2,600	2,308	1,223	4,973	5,074	4,004	3,583	2,937	2,353	2,757	2,308	1,968	1,692	1,949	1,622	1,837

339. "It will be seen on reference to the last two lines in this tabulated statement that, as compared with the previous year, there has been a marked improvement in the number of passmen. In standard or class VI. (for class VII. is examined only *in situ*) the number of students enrolled at the time of the examination was less than that of the year 1882-83 by 325; but the number brought in to be examined was greater by 539, and the number of passmen was greater by 826. In standard or class V. the number of students enrolled was less than that of the previous year by 193; but the number of examinees was greater by 280, and the number of passmen by 251. In standard IV the enrolment was greater than that of the previous year by 358, the number of examinees by 552, and the number of passmen by 437. In standard III. (the highest in the village school course) the number enrolled was greater by 566, the number of examinees by 806, and the number of passmen by 441. If we add up the enrolments, the examinees, and the passmen in the several classes which are subject to the examination, the aggregate result is as follows:—

"The total enrolment in the four classes combined, at the time when the examination was held, was 19,191. The total number of students presented for examination out of this enrolment was 16,296, or 83 per cent. The total number of passmen was 10,808, or 63 per cent. of the examinees and 56 per cent. of the enrolment.

340. "This much as regards those who passed in all subjects. If we look to the numbers who passed in individual subjects, the result is as follows:—The total number who passed in dictation or composition in the four classes or standards combined was 13,882 against 11,632 in the previous year. The total number who passed in arithmetic in the four classes or standards was 12,702 against 10,084 in the previous year. The total number who passed in reading and parsing in classes IV. and III. (the two lower classes are not examined in this) was 4,706 against 3,486. The total number who passed from the same two classes in history and geography was 3,930 against 2,929. The total number who passed in mensuration from class III. (no other class is examined in this subject) was 1,837 against 1,131 in the preceding year. Thus in every department of study there has a been satisfactory improvement; but I must add that there was an equal degree of improvement in the year 1882-83 against the year 1881-82.

341. "In the year 1881-82, when the present examination system was first organized and brought into force, the only classes required to undergo this annual test were the 5th, the 4th, and the 3rd. But the success with which the examination of these classes was carried out in the first year of trial encouraged us to include the 6th class also. This was accordingly done in the year 1882-83 and in the year under report. We now contemplate including a portion of the 7th or lowest class also. If this can be carried out in the year 1884-85 and future years, the scheme will be still more complete, and teachers will be placed above the temptation, in which they now stand, of neglecting the last class in order to make a better show with the other four. Only the most advanced portion of this last class would be collected at the examination centre, and the only subject in which these boys would be examined would be to write easy monosyllables to dictation and to work out very elementary questions in simple addition. All who pass in this test would be promoted at once to the 6th class.

342. "A detailed report, such as is usually given on the village schools of each district, is unnecessary after the elaborate and complete return already furnished of the results of the last general examination. The following are a few facts of importance to which attention may be drawn. A glance at the figures contained in the said return will show that there is no district which has not made appreciable progress, since the previous year, both in classification and in tuitional results. Taking each district separately and comparing the past year with its predecessor, the classification has never before stood so well, nor has the number of passmen been so large. The village schools of the Lucknow district are with a few exceptions in very satisfactory order. They have received, too, a large share of the Inspector's time, 12 having been examined by Munshi Durga Prasada, the late Assistant Inspector, 20 by Mr. Graves, and 22 more by myself. The Rae Bareli village schools (of which 21 were examined by Munshi Durga Prasada and by Mr. Graves) have more than maintained the high state of efficiency for which they have long been noted. Since the transfer of Saiyad Raja Husain to the Revenue Department they have been under the charge of Shaikh Ebad-ullah, who has managed them with commendable tact and discretion. The village schools of the Sultanpur and Partabgarh districts have, in proportion to their numbers, done as well as those of Rae Bareli, and both have been well inspected, 47 schools having been examined by Munshi Durga Parsada and 60 by Mr. Graves. The Fyzabad schools show a marked improvement in the number of passmen from each class. For the last nine years they have been under the management of Pandit Jwala Prasada, the Deputy Inspector.

"Forty out of the 72 schools of this district were examined by the Assistant Inspectors (chiefly by Mr. Graves) and myself. In the Bara Banki schools (34 of which were examined by Mr. Graves and 14 by myself) decided progress has been made. In this district there has been an increase of 909 students, but without any

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increased allotment having been provided for teaching them. If this state of things continues, the schools cannot but decline in efficiency. At the present time there are five schools with an average of over 50 students each, but only one solitary man to teach all the classes in each. Besides these there are 22 other schools with an average of 35 students each, which are in the same predicament. Every one of these schools requires at least one assistant teacher, and I have enquired of the district board whether an additional sum of Rs. 1,600 per annum cannot be provided for the purpose. All the remaining districts excepting Sitapur, to which a short visit was paid by Mr. Graves, were visited solely by myself. In the Unao district I helped to examine every village school except 24. Up to class IV. there has been a marked improvement in the number of passmen; and in class III., where the improvement is less marked, the number of passmen has risen from 31 to 77. The Deputy Inspector, Pandit Kesho Prasada, who has been in charge for about 10 years, has looked after his schools with much care and judgment. The Sitapur and Hardoi schools are both doing well, though in the latter there is still much room for improvement in penmanship. In fact Hardoi is the only district in Oudh where caligraphy has been, comparatively speaking, neglected, and where the teachers never seem to have been roused to take a pride in showing good penmanship. The Deputy Inspector (Munshi Ram Prasada), a most industrious and conscientious officer, was once a Deputy Inspector in the North-West, and the defect in penmanship peculiar to this district bears out incidentally Mr. Graves' remark that greater importance is attached to penmanship in Oudh than in most parts of the North-West. The three Tarái districts (Gonda, Kheri, and Bahraich) are socially behind the other districts in Oudh, and physically present greater obstacles to inspection. This is especially true of the vast and swampy area of Kheri, where I spent a full month on tour, and yet was not able to come within reach of more than 45 village schools. Maulavi Muhammad Sajjad, who has had charge of this district for the last 10 years, has certainly done all that could be expected of him to bring these remote and widely scattered schools into proper form. The Deputy Inspectors of Gonda and Bahraich (Munshi Jugal Kishore and Pandit Sheo Narayan) are both well known for long and meritorious service. The number of passmen from both districts is nearly equal in each class or standard. The students passed very well in every subject except history and geography, and in these subjects they will, it is hoped, improve by degrees if the subjects themselves are to be retained in the curriculum.

Unao.
Sitapur.
Hardoi.
Kheri.
Gonda.
Bahraich.

Other Primary Schools.

343. "The remaining primary schools (vernacular) consist (as we have shown above) of 26 Government schools, 8 aided, and 18 unaided ones. They undergo the same examinations as village schools, and are examined centrewise with them in the last quarter of the official year. The variations of cost, attendance, &c., within the last two years are shown as follows :—

Year.		Number of schools.	Enrolment on 31st March.	Average monthly enrolment.	Average daily attendance.	Fee receipts.	Total expenditure.	Average cost per pupil.
						Rs. a. p.	Rs. a. p.	Rs. a. p.
Government,	1882-83 ...	25	775	784	683	390 12 6	2,930 4 6	4 4 8
	1883-84 ...	26	843	831	714	406 7 0	2,829 13 9	3 15 5
Aided ...	1882-83 ...	8	263	299	194	57 8 0	1,088 0 0	5 9 9
	1883-84 ...	8	368	360	284	91 12 6	2,106 12 6	7 6 8
Unaided ...	1882-83 ...	9	270	309	223	42 14 0	1,299 1 9	5 13 2
	1883-84 ...	13	479	501	379	80 11 0	2,034 3 9	5 5 10

It will be seen that the average cost per pupil is considerably less at the *Government* schools than at the other two. The fee receipts, too, are considerably larger in proportion to the number of students. All but four of the Government schools are branches to middle schools, vernacular, and are under the supervision and inspection of the head-masters placed in charge of the latter. The four exceptions alluded to are municipal schools in the city of Lucknow, which owe no allegiance to any head-masters but their own. These schools have done well during the past year, and the cost per pupil has, owing to the increased attendance and decreased expenditure, fallen by 5 annas. In the year 1882-83 it had fallen by 11 annas. Thus within two years the total decrease of tuitional cost amounts to Re. 1 for each pupil The *aided* and *unaided* schools are (with only two exceptions) under missionary management, chiefly that of the American Mission; and are situated in or near towns or cities, such as Lucknow, Bahraich, Gonda, Colonelganj, Sitapur, and Khairabad. The Lucknow schools were

examined by the Deputy Inspector. The rest were for the most part inspected by myself, as they fell in the way of my last year's route. The schools at Gonda, Colonelganj, and Sitapur are with two exceptions not doing well. The school at Bahraich is doing better, and one of the schools at Gonda is not far behind it

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344. "The following statement shows the results of the examination held in the last two years. The same classes are examined as at village schools. The Government schools teach precisely the same course and from the same books. The aided and unaided schools admit of some variation, but their curriculum is substantially the same :—

Year.		Standard or Class VI.			Standard or Class V			Standard or Class IV.			Standard or Class III.		
		Enrolled.	Examined.	Passed.	Enrolled.	Examined.	Passed.	Enrolled.	Examined.	Passed.	Enrolled.	Examined.	Passed.
Government,	1882 ...	179	140	87	109	90	61	15	11	4	12	11	7
	1883 ...	181	144	69	126	113	85	56	23	15	10	5	1
Aided ...	1882 ...	37	28	12	23	20	12	13	9	7	7	4	1
	1883 ...	66	59	32	45	39	27	26	25	15	10	9	3
Unaided ...	1882 ...	24	22	7	7	6	3	7	6	4	15	3	...
	1883 ...	31	29	9	8	8	3	9	8	3	...	...	...

"In the above statement the fewness of examinees and passmen in the two upper classes is conspicuous in the Government, the aided, and the unaided schools alike. In the case of the first this is owing to the fact, which has been already stated, that every one of the schools under report, except 4, is merely a branch or ancillary school, and as such is not required or allowed to have any class above the 5th, for students after passing the standard of this class are expected to join the main school to which the branch or branches are attached. In the case of the aided and unaided schools the same explanation holds good to a certain extent. But, as I have stated already in the previous paragraph, many of these schools are in a very backward state, the great bulk of the students being in the alphabet class."

SECTION V.—SCHOOL EDUCATION, SPECIAL.

SPECIAL SCHOOLS.

345. The school department of the Engineering College at Roorkee and the Medical School at Agra are not connected with the Education Department, and the annual reports on these institutions are submitted direct by the principals. There are no industrial schools under public management, and the small schools of this class that are entered in the return, being parts of aided schools that impart general education also, have already been noticed in the section on general school education. The only special schools on which I have to report are the normal or training schools for masters and mistresses of vernacular schools for general education.

346. Three additional normal schools having been established in Oudh during the past year, there is now a school in each Division of the provinces with the single exception of Kumaun. Of the three new schools it is too early to speak. The rest of the divisional schools have worked well. At Meerut the session opened with 40 pupils, of whom two resigned and 38 went up for the final examination. The health of the pupils was generally good. The certificate examination, including the *vivâ voce*, took up, as usual, eight days. Thirty-three pupils obtained 1st grade and two 2nd grade certificates, and three failed. The officiating head-master has discharged his duties satisfatorily and will be confirmed in his appointment. The Agra school began its session of 1883-84 with a roll of 43 students, 39 of whom appeared for the final examination, 30 being candidates for the 1st grade certificate and 9 for the 2nd grade. All passed and gained the certificates they sought. With the exception of one troublesome youth who was soon removed, the students behaved remarkably well during the year. Their health was good and their industry most praiseworthy. The Inspector expresses his satisfaction with the head-master, Pandit Bisheshwar Dyal, both for the thorough order and for the steady work that he maintains in the school. In the Bareilly school, out of 40 students examined 31 passed, 17 obtaining 1st grade and 14 2nd grade certificates. These results are creditable to the head-master, Munshi Ajudhia Prasad, and his assistants. In the Allahabad school the number of students with provincial scholarships was, as usual, 40, and 28 additional scholarship-holders were provided for from local funds. Of these latter the Allahabad district furnished none and Jaunpur sent one scholar only. The Fatehpur, Hamirpur, Cawnpore, and Bánda district boards appreciate the worth of the school training and are always ready to supply local scholars. At the final examination 55 students passed, 32 in the 1st grade and 23 in the 2nd. Some slight additions have been made to the school library, and some new apparatus for teaching physical science and instruments for land-measuring have been obtained. In the

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Benares school, under the charge of Pandit Sivaram Sastri, 26 students appeared for the 1st grade certificate examination, of whom 23 were fully successful, two obtained 2nd grade certificates, and one failed. Out of 17 candidates for 2nd grade certificates 14 passed. The health of the pupil-teachers during the year was generally good. Pandit Sivaram Sastri is intelligent and discharges his duties satisfactorily.

347. Of the aided normal school for mistresses at Benares the Officiating Inspector says: "The women's normal school, under the Revd. Mr. Treusch, is a very useful institution. In connection with it is the industrial school, which is proving very useful to the pupils of the normal school. The training that these receive is very sound and intelligent."

348. To the Jhánsi school, which is on a smaller scale than the schools of other Divisions, only 13 students—7 teachers and 6 candidates—were deputed from the three districts. Three of these were found unfit for retention and were sent back. Of the ten that remained nine passed, seven in the 1st and two in the 2nd grade. All things considered, the school has done fairly well.

349. The Inspector of the Oudh Division reports as follows:—"Hitherto the machinery for training vernacular teachers in Oudh has consisted of a central normal school in Lucknow, in which senior class students were prepared for teacherships of the middle grade, and 12 district normal classes, in each of which candidates were prepared for village teacherships within their respective districts. Owing to the introduction of the decentralisation system some change in the above arrangement became advisable. Each normal class was attached to a selected tahsíli or middle school, and the same head-master was in charge of both. But the normal class was under departmental management, while the tahsíli school was placed under the district board. To prevent the confusion and inconvenience inseparable from this state of things the normal classes were detached altogether from tahsíli schools, and each of the four Divisions is now provided with its own normal school.

350. "The time fixed upon for holding the first examination after the establishment of the new system was the first week of May; and as the results have not yet been compiled, and the official year 1883-84 came to an end about two months ago, the subject cannot form part of the present report. At the Lucknow normal school the number of students under instruction at the close of the year was 47, at Sitapur 38, at Rae Bareli 40, and at Gonda (the site of the normal school for the Fyzabad Division) 37, which gives a total of 162. These new schools were opened on 1st January, 1884. As only four months remained before the examination commenced, it was deemed advisable to keep all the senior class students at Lucknow till the examination was over. Hence the number of students is larger at this school than elsewhere.

351. "For the training of female teachers the provision, though small, has not been found inadequate. For Government schools there is a class at Pihani (Hardoi district) consisting of two, and another at Misrikh (Sitapur district) consisting of three students. Twenty girls have been also selected from among the Lucknow city schools, which are under the supervision of the Government Deputy Inspectress. These are in receipt of a monthly stipend of Re. 1 each, and some of them may eventually be employed as teachers in female schools. The managers of aided schools are attempting in like manner to train teachers for the female schools within their own jurisdiction. In the Lal Bagh girls' school, Lucknow, there is a class of girls who are being prepared for service as teachers in schools or zenanas under the American Mission. There is a similar normal class in connection with the Church Mission, Lucknow. When girls have been trained and pronounced fit for employment, it is often impossible to induce them to go to the place where they are wanted. For example, in the year under report, a new female teacher was required for a girls' school in the Gonda district. Everything was made ready for her departure, but at the last moment she refused to leave Lucknow."

SECTION VI.—FEMALE EDUCATION.

GIRLS' SCHOOLS.

352. The returns show a small increase in schools and scholars, and in instruction also there are signs of improvement. Grants-in-aid have recently been assigned to schools unaided before, and in all cases of application for assistance to local efforts the rules have been liberally interpreted. Besides smaller grants to other schools, the city mission schools, Cawnpore, have received a tuitional grant-in-aid of Rs. 45 a month, and a building grant of Rs. 3,000 for the construction of a commodious and substantial school-house, which has now been completed. A grant of Rs. 1,900 has been given for the enlargement and improvement of the mission school at Dehra, and a grant for furniture has been assigned to the chief school at Lucknow. The growth of girls' education in these provinces must be slow. The great obstacles to progress are the indifference or opposition of the people, the difficulty of obtaining suitable teachers for outlying schools, and the want of proper supervision and inspection. The schools in which most progress is made are the schools under the management of the missionary societies, frequently examined and

constantly and carefully supervised by the ladies of the missions to which they belong. The schools in the Agra Division and in Oudh are the best in the provinces. GIRLS' SCHOOLS.

The number on the rolls has risen from 8,996 to 9,439 in the year under review, the number of schools being now 345 as against 327.

353. The upper primary examination was passed by 150 girls, and the lower by 374 against 164 and 494 respectively in the preceding year. The following table shows the number of schools and scholars in each Division of the provinces:—

Division.	Number of schools.	Number of scholars.
Meerut	37	949
Agra	54	1,497
Rohilkhand	96	2,527
Allahabad	16	188
Benares	46	1,786
Jhánsi	2	50
Kumaun	7	179
Oudh	87	2,263
Total	345	9,439

354. The following remarks on the condition of the girls' schools in each Division are taken from the reports of the several Inspectors :—

MEERUT DIVISION.

Primary Vernacular Schools for Girls.

"The total number of these schools is 33 this year with a roll of 815 scholars. There is one school less, but 58 scholars more, than last year. Eighteen are Government schools, 10 aided, and 5 unaided. The Government schools have the following distribution :—Saháranpur 2, Muzuffarnagar 1, Meerut 2, Bulandshahr 4, Aligarh 9. Eight of the aided schools and the five unaided are in the Saháranpur district and under missionary direction. Two of the aided are in Meerut itself, one a Church of England and the other a zenana mission school. In the Government schools two girls passed the upper primary examination and two the lower."

AGRA DIVISION.

The Inspector reports as follows on the two English and the 51 vernacular girls' schools in the Agra Division :—

Primary Schools (English) for Girls.

355. *St. Joseph's Orphanage School.*—"This school should rather be returned as a primary vernacular school, as its teaching is almost entirely vernacular, English lessons being given only to about 25 of the girls who stand at the top of the school and go through the English alphabet, an English primer, and first reading book in addition to an elementary vernacular course. This at least was the state of things when I visited the orphanage in October last, though in her annual return for the official year the lady superintendent of the institution has entered the whole body of her pupils as learning English. On the 31st March last there were 126 girls under daily instruction in the institution, divided into an upper department of 34 girls and a lower department of 92 girls. Many of the girls in this lower department are the merest beginners, and the majority of them have not got beyond reading a first Urdu book and copying sentences from the same. The upper department, consisting of four classes, works in its lower two classes to the standard of the lower primary examination, and in its two higher classes to the standard of the upper primary examination, except that for the former examination only the four simple rules of arithmetic are brought up, and for the latter examination only the four compound rules. At my last inspection six girls were presented for the upper examination, but I could only pass two of them as coming up to the full standard, nor of the 11 girls presented for the lower examination could I pass more than four. At a previous inspection held about half a year before I was able to pass nine girls for the lower examination, but an upper primary class did not exist. A little advancement, therefore, has been made in the course of instruction. Above the upper primary standard the teachers of the institution are not likely to work, as that extent of schooling is considered sufficient for the great majority of the girls. As has often been reported, there is much needlework taught in the school, and the girls always look neat in their clothes, for the most part made up by the elder ones among them. The grant to the institution is Rs. 100 a month, which I consider well deserved.

Katra Girls' School.—"This school, under the management of the Revd. Mr. Dæuble, of the Church Mission, is a school for native Christian girls. Its attendance fell off so during the year that its grant has been reduced from Rs. 30 to Rs. 16 a month. Towards the close of the year, however, the attendance began to increase, and on the 31st March there were 37 girls on the roll. All the girls in the school learn English, but

GIRLS' SCHOOLS.

neither in English nor in Hindi is the instruction carried further than the lower primary stages. Four girls passed the lower primary examination at the beginning of the year, but as those girls left, and the school now consists mainly of new-comers, not much progress in teaching can be reported. Mr. Dæuble has represented to me that as his roll has increased and his average daily attendance now come back to its former figure, 32, his grant should be restored to its former amount, and he will probably ask that this may be done. If he can maintain his present attendance and can bring a few girls forward so as to form an upper division, I should feel disposed to back his request.

Primary Schools (Vernacular) for Girls.

"Of these there are the same number, both Government and aided, as last year, *viz.*, 34 Government and 17 aided, or 51 schools in all. The 34 Government schools contained a roll on the 31st March last of 745 scholars, of whom 47 stood in the upper division and 698 in the lower. The 17 aided schools contained on the same date a roll of 589 scholars: 90 in the upper division and 499 in the lower. The average daily attendance in the Government schools was 606, that in the aided schools 492. In comparison with the number of schools the roll and attendance show better in the aided schools than they do in the Government schools, because some of the former schools are under the direct superintendence of mission ladies, and because they number among them the large girls' school of the Sicundra orphanage, which, being a boarding school with 195 scholars resident on the premises, is able to secure the daily attendance of nearly its whole roll.

"The 34 Government schools have been seen either three or four times during the year by the Deputy Inspectors, and they record that on these occasions they have examined 43 girls from the 3rd class in the standards of the upper primary examination and 73 girls from the 5th class in the standards of the lower primary examination, and that, making their requirements for a pass, especially in arithmetic, somewhat more lenient than they feel it necessary to make them in the case of boys' schools, have been able to pass 13 out of the 43 girls by the upper standard and 20 out of the 73 girls by the lower. Most of these schools have been in existence for many years, and no doubt a few girls have learned to read and write in them; but as the vast majority of the girls that join them leave them ere they have got beyond the veriest rudiments, it is not possible to trace in them much progress from year to year. Four of the 17 aided schools are in Agra, and under the management and inspection of Miss Bland, of the Church Mission Society. She has an average attendance of 75 in the four schools, and is doing her best to get something more in them than the mere alphabet and primer. She cannot, she says, keep up an upper division in any of the four schools, as girls leave as soon as promoted to that position. She had 11 girls, however, at the end of the year, who passed fairly well in reading, writing, spelling, and simple arithmetic. To this standard of knowledge she hopes shortly to bring a few more of the 109 girls now registered in her school-books, but she finds it hard, she says, to move her teachers to the requisite exertions.

"Three others of the aided schools are those opened some 12 years ago on the estate of the late Raja of Kuraoli, in the Mainpuri district. They are under the inspection of the Deputy Inspector, who sees them as often as he can, but reports no progress. They number between them 62 scholars, but all three are still without an upper division, as they have been since their establishment. The Deputy Inspector passed four girls from the three schools, taking very lenient tests, by the lower primary standard. The schools cannot be said to be worth much.

"The Rakha Mission girls' school at Fatehgarh, receiving a grant-in-aid of Rs. 15 a month, is under the superintendence of the Revd. Mr. Woodside, of the American Presbyterian Mission. At the end of the year it had a roll of 63 scholars, whom Mr. Woodside, in his return, classifies in two departments, putting 22 of them in the higher department and 41 in the lower. When I visited the school on the 21st February there were 50 girls on the register, of whom 20 were orphans, receiving a maintenance allowance of Rs. 2 a month through the Collector of the district, 11 were orphans entirely supported by the mission, and 19 were day scholars from the neighbouring Christian village. My examination of the classes showed that a good year's work had been done and that considerable progress had been made. Most of the girls had been promoted a class during the year and were well up in their new studies. The reading and writing of the school in the upper department, in both Urdu and Hindi and in Roman character also, and in the lower department in Hindi and Roman character, is above the average quality, and all that is wanted to make the instruction given quite satisfactory and sufficient is to introduce into the upper department some geography and history of India and a little compound arithmetic. When this is done, the reverend superintendent of the school may fairly ask for a larger grant than he now receives. The eight schools for Hindus and Muhammadans which the mission has in the city of Farukhabad and other towns of the district, and for which a lump grant of Rs 35 a month is given, are very much like Government girls' schools. They make no progress, but are kept on in spite of disappointment. The Deputy Inspector, who sees them occasionally, returns them as

containing an aggregate roll of 160 girls, 38 in the upper division and 122 in the lower division; but he was unable on his visits to pass any girls by the upper primary standard or more than eight by the lower.

356. *Sikandra Orphanage Girls' School.*—"This school, like the boys' school of the same orphanage, suffers a good deal in the middle of the year from cholera, and progress in instruction was very much retarded. At the Christmas examinations, however, three girls passed by the upper primary standard and 13 by the lower. The roll now consists of 195 girls, of whom 8 are put in an upper division and 187 in a lower division of several classes. Many of the number in this lower division are girls too young to be put to regular school lessons or to undergo examination. They are instructed after the modes of a German Kindergarten. The elder girls, in addition to lessons in school, are put to domestic work and cut out and make up clothes: and girls younger are taught knitting and sewing and such other needle-work as suits their age and capacities. The Revd. Mr. Erhardt is the resident missionary in charge of the orphanage, but naturally Mrs. Erhardt superintends the girls' side of it. She and the three ladies who assist her give every care and attention to the girls in both tuitional and other matters."

ROHILKHAND DIVISION.

Primary English Schools for Girls.

357. "These are the aided mission girls' orphanage school, Bareilly, and the aided mission girls' boarding school, Budaun. In the last annual report the aided mission girls' boarding school, Moradabad, which is similar to that at Budaun, was also included under this heading, but has been excluded from it in the present report in consequence of the paucity of the English-studying students in the same. For this very reason the institution at Bijnor, similar to that at Moradabad, was excluded from this heading in the returns and report for the year last reported upon. In fact, all these four institutions are good vernacular schools, in which Urdu, Hindi, Persian and the Roman characters are taught to the native Christian girls collected from the interior of their respective districts, the study of English being only optional and not general.

Bareilly.—"In the mission girls' orphanage school, Bareilly, the roll number has increased from 254 to 256, of whom 122 study English, 236 vernacular, and 92 Persian. In the annual examination 4 passed the upper and 47 the lower primary test, against 15 and 39 girls respectively that passed in the previous year. Mr. Graves visited this school on the 10th October, 1883, and found 260 girls present in the primary department. 'I went', says he, 'over the whole building as usual with Miss Sparkes and her energetic lady assistant, Miss Kerr, and as usual found all the arrangements admirably adapted to promote order, cleanliness, comfort, and the general welfare of the girls.'

"*The Boarding Girls' School, Budaun,* maintained by the American Mission on the grant-in-aid principle, has 70 pupils enrolled at the end of the last year, against 63 at the close of the one preceding it. All these 70 students are in the primary department and study vernacular, 56 amongst them being those that learn English also. At the annual examination 5 of them passed the upper and 17 the lower primary examination, against 4 and 8 girls respectively passed in the previous year. I visited this school on the 19th March last and examined all its classes, which acquitted themselves satisfactorily on the whole. This is a good school, ably managed by the lady superintendent, who takes a pleasure in its welfare.

358. *Vernacular Schools.*

Description of schools.	1882-83.					1883-84.				
	Number of schools.	Number of scholars enrolled on 31st March, 1884.	Average daily attendance.	Number that passed the Upper primary test.	Number that passed the Lower primary test.	Number of schools.	Number of scholars enrolled on 31st March, 1884.	Average daily attendance.	Number that passed the Upper primary test.	Number that passed the Lower primary test.
Government	3	104	90	...	5	3	122	101	...	9
Halkabandi	13	288	218	...	10	24	552	446	...	13
Municipal	8	155	134	...	5	8	155	128	...	4
Total Government schools...	24	547	442	...	20	35	829	675	...	26
Aided schools	57	1,188	994	...	3	58	1,354	994	...	36
GRAND TOTAL ...	81	1,735	1,436	...	23	93	2,183	1,669	...	62

GIRLS' SCHOOLS.

"It will be seen from the above that the number of Government schools has increased during the last year from 24 to 35, and that the numbers enrolled, the average daily attendance, and the educational status have all improved.

"I have examined most of these schools and am glad to be able to record that with a few exceptions they are getting on satisfactorily; but as the girls are in general not so regular and punctual in their attendance as the boys, the former cannot be expected to make as good progress as is made by the latter in their studies. Besides this, the teaching staff in the female schools is not so efficient as that in the male schools, and this is another reason that the former do not improve very satisfactorily in their studies. The chief defects that I noticed in the majority of the schools under reference were that the upper classes were not well attended, that the reading was not fluent, that the explanation was defective, and that the dictation, penmanship, and arithmetic were behind the proper standards. Necessary instructions are, however, given to remove the defects pointed out, and better results are expected in future. The Fatehpur female school maintains its reputation as the best girls' school in this Division: the roll number has risen from 60 to 64, and the number of girls in the first two classes from 8 to 15. The lower primary test has been passed by 8 girls, twice as many as last year. In the Bareilly district 10 halkabandi new girls' schools have been opened during the year under report, and the one at Lilor is the best halkabandi female institution in the district, having all the classes at work, which are on the whole in good order.

Budaun.—"In the district of Budaun the municipal schools of Farshaulitola and Patiali Serai in the town of Budaun and the Government female school, Saheswan, are the best of the lot in the district and have passed 10, 15, and 8 students respectively in the various standards of the four classes at work in them.

"The 58 aided vernacular primary female schools entered in the above table consist of the primary department of the mission girls' boarding schools already reviewed and of the petty girls' schools scattered over this Division, under the management of the missionary gentlemen by whom they are efficiently supervised."

BENARES DIVISION.

Primary Vernacular Schools for Girls.

359. *Azamgarh.*—"There are two girls' schools in this district, *viz.*, one at Mau and the other at Kalghira. The former is doing very well.

Ghazipur.—"There are in this district three girls' schools with 72 scholars as against 75 of the last year. These schools, with the exception of Birpur school, are not doing well.

Ballia.—This district has no girls' schools.

Basti.—There are four girls' schools in this district, *viz.*, one at Bansi, one at Mehdawal, and two in Basti town. The Bansi school, which I examined, is doing very well.

"The Basti schools are also doing fairly, but the Mehdawal school is doing very poorly. The total number of girls in these schools is 105, with a daily average attendance of 100·82.

Mirzapur.—"There are four girls' schools in this district, *viz.*, three Government and one municipal. The Wellesleyganj school in Mirzapur is doing very fairly. There are 32 girls in this school. The Gopiganaj school continues as bad as ever. The Mianbazar and the Chunar municipal schools are still in their infancy. The number on the rolls of these schools is altogether 95, with an average daily attendance of 73·25. These numbers last year were 68 and 53·31 respectively.

Gorakhpur.—"Most of the girls' schools of this district are under the management of the Revd. Mr. Stern and prospering.

Benares.—"There are three Government girls' schools in this district, *viz.*, two in the mufassil and one in the city. Their number on the rolls and average daily attendance are 57 and 42·99 against 54 and 42·84 of the preceding year. The girls' schools under the Sigra missionaries are doing very well, and the same may be said of the schools under the management of the London Mission Society. There was so illness amongst the scholars of the city girls' school."

360. The Inspector of the Allahabad Division does not appear to have examined any vernacular schools for girls. The Inspector of the Jhansi Division reports that in the Government school at Sirsa Kolar (Jalaun) three of the 16 girls present out of a roll of 24 acquitted themselves fairly and that the rest knew next to nothing. The teacher, he says, is worthless. The municipal girls' school at Lalitpur, which had been closed on the Inspector's recommendation in April 1883, was re-opened in the following July, but it gives no promise of better success. Out of the 32 girls on the register only nine were present when the Inspector visited the school, and of these only two or three knew anything.

KUMAUN DIVISION.

361. The Inspector says:—

"Of the 50 girls present in the Chopra school 8 read the history of India; they also worked a sum in compound addition. The school is doing well as a primary institution. I also examined several of the branch schools attached to the aided schools for boys and found them getting on well. The four Government schools of Garhwál are slowly advancing, and the average attendance has slightly increased. The great drawback in girls' schools in this district is that the more advanced pupils are taken away from the school as soon as they are married."

OUDH DIVISION.

362 There is one school in Lucknow, called the Lal Bagh School, which teaches English to native girls up to the middle standard. The school is aided by the State and is under the management of the American Mission. The Inspector reports as follows on this and other schools:—

Lal Bagh Girls' School.—"By the close of the year under report the average monthly enrolment had risen from 95 to 104 and the average daily attendance from 73 to 93. The school, though called anglo-vernacular, is really English in classification, but every pupil is required to learn Urdu. As European and Eurasian girls who are well up in English, but have not learnt the Urdu alphabet, are admitted into the school side by side with native girls who read Urdu fluently, but know very little English, it is impossible to make the classification uniform for both languages, as at the Government anglo-vernacular boys' schools, where all the students are natives. The mission has therefore decided (wisely as I think) to make English the basis of the classification and to have a separate arrangement of the classes in Urdu. The school has been thrice examined during the year under report, once by myself and Munshi Durga Prasada (the late Assistant Inspector); again in November, 1883, by the mission committee appointed for the purpose, and for the third time in March, 1884, by Mr. Graves, the present Assistant Inspector. The school is an excellent one of its kind. The answers are given more quickly and intelligently in English than at most boys' schools, and, with the exception of Urdu penmanship, the girls are well up in the vernacular. The course of instruction is very complete, extending from the English and vernacular alphabets up to the entrance or matriculation course; and it is hoped that a few candidates will appear for the entrance examination in April, 1885. About one-third of the students are of European or East Indian blood and the rest of native: hence the school will not come within scope of the new Code for European and East Indian schools. There is no native school in Oudh, probably few or none elsewhere, where native girls are so well taught and trained. Though the English language receives very prominent attention, yet the languages of the East are taught with great thoroughness and in considerable variety. In the primary section there are 70 girls learning Urdu and 10 Persian. In the middle section there are 26 earning Urdu and 14 Persian. In the upper section there are 3 learning Urdu, 3 Hindi, 1 Bengali, and 5 Persian. The boarding-house has been lately enlarged at the cost of the mission and the number of boarders is now 71. A still further enlargement of accommodation for boarders would add very materially, as the manager reports, to the usefulness of the institution. This part of the establishment receives no aid from the State. But the Government has given a special grant of Rs. 150 for providing a fresh stock of furniture for the school-house. The school has been, as usual, under the charge of Miss Thoburn, with whom the history of its progress has been so closely connected for many years past.

Primary Girls' Schools (English).

363. "Besides the primary sections to the Lal Bagh Girls' School and La Martinière Girls' School, both of which are in the rank of middle or higher and have been described already, there are 4 girls' schools on an independent primary footing, in all of which the elements of English are taught. The variations in regard to attendance, fee receipts, and expenditure are shown in the following form:—

Year.	Number of schools	Average monthly enrolment	Average daily attendance	Fee receipts.	Total expenditure	Average cost per pupil.	Average cost to Government.
				Rs a. p	Rs a. p	Rs. a. p	Rs. a. p.
Aided... 1882-83 ...	4	356	246	500 2 0	4,259 13 0	17 5 0	4 12 3
Aided... 1883-84 ...	4	356	326	362 1 0	4,317 9 0	13 3 11	3 14 7

GIRLS' SCHOOLS.

"The four schools denoted in the above return are (1) the anglo-vernacular girls school, Church Mission, Lucknow; (2) the Bengali girls' school, Lucknow, which is also managed by the Church Mission; (3) the Pannahpur school, Kheri, managed by the American Mission; and (4) the zenana mission agency, whose operations are carried on in Lucknow and a few neighbouring towns. This is conducted by the Church Mission.

364. "All the above schools were inspected and examined during the past year. They are expected, or, to speak more correctly, they are intended (for the expectation is not always realised) to prepare the girls for the same two examinations as those to which boys' schools, anglo-vernacular, of the same grade, are subjected. The following is the result of the last examination:—

Year.		Lower Primary Examination, Class VII.			Upper Primary Examination, Class V.		
		Enrolled.	Examined.	Passed	Enrolled.	Examined	Passed.
Aided ...	1882	14	13	6	4	4	3
	1883	22	22	18	1	1	1

"The zenana agency is under the general supervision and management of a lady superintendent, Miss Marston. Miss D'Abreu, the Government Inspectress of female schools, reports favourably of the work which has been done. There has been an increase of 4 houses and 15 pupils since the previous year; and a larger number of the girls or women under instruction are learning to write and cypher than before. In arithmetic, however, they are still far below the standard prescribed by the Educational Department. Miss D'Abreu's report on the anglo-vernacular girls' school of the Church Mission is decidedly favourable. In arithmetic the highest class has now gone as far as simple proportion and the use of fractional parts, in Persian as far as *Gulzar-i-Dabistan*, and in English as far as Nelson's 4th Royal Reader. It may be hoped that in another year several girls from this school will be able to pass the upper primary examination. In the year under report four candidates appeared for the lower primary and all but one passed. The Bengali girls' school teaches English, Bengali, and Scripture, together with arithmetic and geography, both of which, as at anglo-vernacular boys' schools, are taught in the girls' own vernacular (Bengali). The school enjoys the benefit of a very strong staff of examiners; and hence Miss D'Abreu's services in this instance were not in requisition, as they are and were in all other cases. Mr. Pirie, Professor of the Canning College, Lucknow, examined the school throughout in English; Babu Priya Nath Mukarji, the 2nd master of the Canning collegiate school, examined them in Bengali, arithmetic, and geography; and Mr. William Seetal, head-master of another aided high school in Lucknow, examined them in Scripture. Each of these examiners reports very favourably of the teaching and management. The Pannahpur girls' school was examined by myself. It is situated very near the border of the Shâhjahânpur district, though still within the limits of the Kheri district, Oudh. The most advanced girls had all been lately sent by the American Mission as boarders to a higher class of school at Shâhjahânpur, and hence the girls presented to me for examination were mere beginners.

Primary Girls' Schools (Vernacular).

365. "In the year under report there were 77 primary girls' schools, vernacular, which sent returns to this office. Of these 49 are Government schools, 13 aided, and 15 unaided. The comparative statistics of attendance and cost for the last two years are shown as follows:—

Year.		Number of schools.	Average monthly enrolment.	Average daily attendance.	Total expenditure	Average cost per pupil.	Average cost to Government.
					Rs a. p.	Rs. a. p.	Rs a. p.
Government	1882-83 ...	47	1,111	827	6,180 2 10	7 7 6	7 2 5
	1883-84 ...	49	1,134	843	6,351 5 5	7 8 6	7 3 7
Aided	1882-83 ...	12	374	290	3,710 5 0	12 14 6	5 15 9
	1883-84 ...	13	340	250	3,797 8 0	15 3 0	6 8 5
Unaided	1882-83 ...	15	349	252	1,396 8 0	5 7 4	...
	1883-84 ...	15	347	255	1,113 3 0	4 5 10	...

Government Schools.

366. "The number has risen from 47 to 49, one school having been added to the Hardoi and another to the Sultanpur district. There has been scarcely any variation in the average cost per pupil since the previous year. Every district in Oudh except Unao and Fyzabad devotes some portion of its educational allotment to the somewhat unpromising cause of female education. But in the Bara Banki and Bahraich districts the number of girls' schools is limited to one, in Partabgarh to two, in Rae Bareli to three, in Sitapur to four, in Sultanpur to five, in Kheri to six, and in Gonda to seven. In the Hardoi district there are nine schools, most of which are in or near the towns of Sandila, Hardoi, and Pihani. In the Lucknow city and district there are altogether 11 schools, 10 of which are in the city, under the immediate supervision of Miss D'Abreu, the Deputy Inspectress, and the last in Mirzaganj under the Deputy Inspector. Among the 49 schools under report, it must be admitted that the majority are in a backward and unpromising state, owing partly to the custom of early marriage, partly to the almost total indifference of the girls and their parents to the acquisition of knowledge, and partly to the difficulty of examining girls who are concealed behind a curtain. A few exceptions, however, to this generally unfavourable report should be noticed. In the Kheri district there is one good school at Muhamdi, which I managed to examine in March, 1884, and two more in moderately good order at Barwar and Aurangabad. In the Hardoi district there is one school in fair order at Pihani and one more in the Hardoi town itself. There is one school doing fairly in the town of Sultanpur. But by far the most important exceptions to be noticed are the 10 schools in the city of Lucknow, under the management of Miss D'Abreu. Most of these schools have continued for several years past to show signs of improvement, and this upward tendency has been equally conspicuous in the year under report Lastly, there is one school in the Lucknow district, at Mirzaganj, which is making fair progress. This is managed by the Deputy Inspector.

Aided Schools.

367. "There has been an increase of one in the number of such schools since the previous year. All of these 13 schools are situated in Lucknow, and all are subject to the inspection, but not under the management, of Miss D'Abreu, the Government Inspectress. Eight of them are managed by the American Mission, and the remaining five by a branch of the Church Mission specially deputed to foster and extend the cause of female education in India. The aggregate enrolment of these 13 schools on the 31st March was 373, of whom one is a Christian, 33 Hindu, and 333 (or nearly 91 per cent.) Muhammadans. A similar disproportion exists among the 10 Government female schools situated in the same city—Lucknow; which appears to show that in this city at least Hindus are more indifferent to the education of their daughters than Muhammadans. Of the eight schools belonging to the Amercian Mission, two are reported to be in fair order and the rest as rather backward. On the whole, however, Miss D'Abreu's annual inspection report is favourable. All the schools of this mission have done well in reading, have decidedly improved in writing, and have done better in arithmetic than in any previous year. Still we expect better results, and next year we hope to have the pleasure of passing three times as many pupils in the higher examination as we have done in the year just past. The same remarks apply to the five aided schools of the Church Mission, all of which were duly inspected by Miss D'Abreu and examined at the close of the year in the prescribed standards. A general improvement is reported since the close of the previous year, and one (at Golaganj) promises to become a really efficient school, having passed several candidates in the lower primary examination and one in the upper.

Unaided Schools.

368. "Fifteen schools of this class sent annual returns to the Inspector's office. Three of these are in Lucknow, managed and supported by the Wesleyan Mission, seven in Sitapur by the American Mission, three in Gonda and two more in Bahraich by the same mission. In these 15 schools there are 15 Christian girls, 146 Hindu, and 178 Muhammadan. The only schools in this list which can receive the benefit of examination by the Government Inspectress are those of the Wesleyan Mission situated in Lucknow. It is clear from Miss D'Abreu's report that these three schools are at present in a backward state. The only classes that exist are the two lowest. If any of these girls should remain long enough for promotion to the 5th class, we may expect some of them to appear next year for the lower primary examination. Of the reremaining unaided schools very little is known to the educational authorities beyond the statistics of attendance and cost sent in by the managers. As no return has been received of any girl having passed the lower primary examination, we may infer that the enrolment in these schools is chiefly confined to classes VII. and VI., the two lowest.

GIRLS' SCHOOLS.

"The tuitional results of the 19 Government schools and the 13 aided ones are shown as follows for the last two years. For the reason already expressed, unaided schools have no place in this statement :—

		Class V.			Class IV.			Class III		
		Enrolled.	Examined.	Passed.	Enrolled.	Examined.	Passed.	Enrolled.	Examined.	Passed.
Government...	1882	98	78	35	50	43	29	22	18	2
	1883	63	50	17	26	19	13	19	19	8
Aided ...	1882	18	4	1	4	4	1	...	...	...
	1883	17	17	10	...	...	...	...	1	1

"There has thus been a decided improvement in the aided schools in the lower primary examination, and in the Government schools in the upper. The passmen from classes V. and IV. would have been far more numerous at the Government schools but for the number of girls who left school on account of marriage and other causes.

369. "The 10 Government schools of Lucknow, those under Miss D'Abreu's immediate control, were examined centrewise on two successive days by Mr. Graves and myself, Miss D'Abreu remaining behind the curtain while the questions were dictated by us. The hall of the Lal Bágh Girls' School was kindly placed at our disposal for this purpose by Miss Thoburn, the superintendent. The remarks which Mr. Graves has recorded on the results of this examination are worth quoting as bearing important testimony to the value of Miss D'Abreu's work, and to the improvement which the schools have made since she received charge of them :—' During the years 1868 and 1869 my duties were almost entirely confined to the inspection of female schools. During those years I had opportunities of visiting and examining a large number of such schools in all the Divisions of the North-Western Provinces. From 1870 to 1877 my experience of these schools was confined to the Meerut and Rohilkhand Divisions and since 1877 to the Rohilkhand Division only. During this period I have seen female schools of various classes and grades—Christian girls' schools aiming at the middle standard, such as those of Bareilly, Moradabad, and Dehra Dun ; municipal and Government schools under the control of Deputy Inspectors and aiming only at a primary status; and aided mission schools of the same rank visited by ladies connected with the managing mission bodies. It is with the second and third classes that the Lucknow girls' schools can be compared. Out of the large number of schools that I have seen, I cannot call to mind any single school equal in efficiency to some of those under Miss D'Abreu's control. I have often come across one or two sharp girls in a school, some who even had learnt a little Euclid ; but on enquiring it was always discovered that such girls were either the teacher's daughters or nearly related to him. These, however, were show-pupils, and hence their cases were exceptional. The best schools that I can remember never got beyond the lower primary standard, and only two or three of them ever actually attained that standard. A school in which the girls of the highest class could read fairly from *Haqaikul Maujudat* or *Vidyankur*, write to dictation from the same, and work out a question in one of the compound rules, was classed as good, and nothing more was expected of the teacher. Even this standard was attained by very few schools ; in Rohilkhand by two only, one at Pilibhít and one at Chittri. The great majority of the Government schools never got beyond the four simple rules of arithmetic ; and the mission schools seldom attained even this standing, but stopped short with the multiplication table or simple addition. Miss D'Abreu has, however, shown me what can be effected by sustained effort, constant visiting, and efficient superintendence. Several of her schools have fully attained the upper standard ; that is, in each of them there are girls who can read fluently, write well to dictation, know something of history and geography, and work out questions in simple or double rule-of-three and simple interest. Many girls also read Persian and read it intelligently. I was struck, too, with the neatness of the work in arithmetic and with the good handwriting of most of the girls. Miss D'Abreu has succeeded in raising the Lucknow schools to a higher status than that attained by any similar schools elsewhere in the United Provinces.' The salaries of the teachers are revised at the close of each year upon the results of the annual examination, under the very same system which has worked so well in the case of village schools. The strict carrying out of this system has been a valuable instrument of improvement in Miss D'Abreu's hands.

370. "I am glad to be able to report, in conclusion, that two of the pupils from these schools were induced last year to accept the offer of stipends in the Agra medical class. If a career of usefulness should be opened out to them hereafter, after completing their training in medicine, the care and expense bestowed upon their preliminary training in Lucknow will not have been in vain."

SECTION VII.—EDUCATION OF SPECIAL CLASSES.

EDUCATION OF SPECIAL CLASSES.

(a)—Europeans and Eurasians.

371. These provinces are fairly well supplied with schools, the great majority of which are aided, for the education of the children of European and Eurasian parents, and building and tuitional grants on a liberal scale are given and offered by the Government towards the establishment and maintenance of new schools in places where they are wanted and will be appreciated. The schools are situated either at the hill stations or at the chief centres of European and Eurasian population. At Mussooree, in addition to the excellent school of a higher class which has educated so many gentlemen who are now in various branches of the Government service, there are two large and well-managed aided schools for boys, and a third aided school gives cheap but sound elementary education to the children of both sexes of railway servants. At Landour there is an excellent girls' school, aided by the State, in which some 100 pupils are very carefully and successfully educated. At Naini Tal there are four important aided schools, two for girls and two for boys, under the supervision of local committees, and both at this station and at Mussooree there are several unaided schools which attract pupils from all parts of the country. At Dehra there is a large and very good school for girls, to which, though not intended exclusively for them, Eurasian children are admitted. Saharánpur has its railway school, which, from time to time enlarged and strengthened, is sufficient for its wants. Meerut has the recently established St. John's School, aided by the State, which meets all the requirements of the population, and there is a good elementary school at Gháziabad for the children of railway servants. Aligarh has a railway school of the same kind. The only places in the Agra Division in which there is any considerable European or Eurasian population are Agra, Tundla, and Fatehgarh, and these places are fairly well provided with the means of education. In Agra there are many Catholic families. The boys of these families, whether they want high, secondary, or primary schooling, may find it in St. Peter's College, either as boarders or as day-scholars, and the girls may find education in all three grades in the unaided convent school. Should parents be unable to pay the ordinary day-scholar's fee of Rs. 4 a month, their children are admitted to these schools at a reduced rate. Carriages are provided to convey day-scholars to and from the school, and every effort is made to prevent Catholic children from growing up illiterate. Even Protestant children avail themselves of these schools, both as boarders and as day-scholars. The Canning Girls' School, at the Civil Lines end of Agra, though intended mainly for boarders, takes in day-scholars from that part of the station. But the Civil Lines end of Agra is now almost deserted, and the day-scholar element in the Canning Girls' School has become insignificant. The Cantonment School, Agra, a day-school for girls and boys, affords ample school-room and fairly good elementary instruction for all the European or Eurasian children in cantonments whose parents or guardians can be induced to send them to school. The school-fee charged is according to the parents' income, and the poorer children have their fees paid, either in part or wholly, by the Government. Carriages are provided to bring the children to school, and there is no reason, except the apathy of parents, why, with this school so conveniently situated, any European or Eurasian child in cantonments should grow up without proper schooling. The East Indian Railway School at Tundla is a primary school for the children of the European and Eurasian families congregated in the railway settlement. Pupils are not retained beyond their eleventh year of age, when they are drafted off to the railway boarding schools at Jamalpur. Most of the children of school-going age resident at Tundla are brought to the school and kept regularly under instruction. The Gun-Carriage Factory School at Fatehgarh is a very small day-school for the little children of European and Eurasian employés in the factory. The age of the children is usually from 4 to 10; children above the age of 10 find schooling at some boarding school in the plains or in the hills, when their parents are willing and able to send them there. The school is within a stone's throw of most of the children's homes, and yet there are still some Eurasian parents who are too indifferent to education to allow their children to attend. In the Rohilkhand Division there are only two schools, aided, for Europeans and Eurasians, situated at Bareilly and Moradabad. The attendance at both schools is very small, but there is reason to hope that it will increase. In the Allahabad Division, Cawnpore and Allahabad are the only places where there is any considerable European or Eurasian population, and there are good schools in both places to meet the requirements of the residents as well as of parents living in other parts of the country. The two Memorial schools at Cawnpore, one for girls and one for boys, are popular and well managed, and they receive both boarders and day-scholars at very reasonable rates. The Ordnance School, the East Indian Railway School, and a school in cantonments, all aided, provide fairly good elementary instruction for children living in their respective neighbourhoods. Allahabad also has schools for different classes of Europeans and Eurasians, and the large number of children attending these institutions is a proof of their popularity and general suitability. The

EDUCATION OF SPECIAL CLASSES.

The Convent School at Papamhow, the Boys' and the Girls' High Schools, and the Cannington Girls' School, all liberally aided by the State, are all boarding schools admitting day scholars also. There are also Catholic day schools, aided, in Cannington, and the Government has recently given a building grant of Rs 10,000 to the Catholic Cathedral Schools which are now in course of construction. The City School admits the children of really indigent parents who are unable to pay fees, and All Saints District School provides for the wants of children in the part of the station where it is situated. The City School, however, is held in a Chapel which is not large enough or in other respects suitable for the accommodation of the increasing number of pupils, and for these and other reasons it appears desirable that a new free school and orphanage should be established in the immediate neighbourhood. The matter has been carefully considered by a committee appointed for the purpose by His Honor the Lieutenant-Governor, and their recommendations will shortly be submitted for His Honor's consideration. In the Benares Division the schools for Europeans and Eurasians are very few, but there appears to be no immediate necessity for the increase of their number. Local efforts to supply real wants are always liberally assisted by the Government. At Benares, where there is a considerable European and Eurasian population, the school, which was closed for want of attendance during the whole of last year, has recently been re-established on a sounder basis and with improved organization. The only place near Benares suitable for a school is the large railway settlement at Moghal Serai. The attendance of children at this school is very small, as the pupils leave it at an early age for the railway boarding school at Jamalpur. At Gházipur a school has been established, but some parents do not care to avail themselves of the advantages which it offers. In Oudh, the city of Lucknow is well provided with good schools—La Martinière College for boys and school for girls, the Convent School, and the Lal Bagh School. There is no other town in Oudh, with the possible exception of Fyzabad, where the European and Eurasian population is large enough to support a special school for the children of these classes. The great difficulty in these provinces is, not to provide school accommodation and teaching, but, first to induce parents to send their children to the schools that are prepared to receive them; and secondly, to find suitable employment for pupils whose school course is finished.

372. In most of the more important schools the standard of instruction has risen and is rising still. The number of girls and boys who now go up for the entrance examination from the schools of these provinces is very considerable, and a very fair share of the Government scholarships for creditable success in this examination falls to students of these classes. In the last entrance examination 9 girls and 20 boys passed in the 1st division, and 6 girls and 9 boys are now continuing their studies, with Government scholarships, for the first arts examination. It will be necessary to increase the number of scholarships for next year, as the competition of so many Europeans and Eurasians was not anticipated when the present scale was sanctioned. The scholarships at the Roorkee College attract some students. The Government of the North-Western Provinces and Oudh has in the past year added six scholarships, tenable for two years, of Rs. 25 per mensem, to the number formerly available at Roorkee for students from our European and Eurasian schools, and if, as is not improbable, the number of the English civil pupils of the upper subordinate class is increased, the Government will, I trust, be willing to sanction a corresponding increase in the number of these technical scholarships. Middle and primary scholarships will be provided, tenable at school, as soon as the Inspector's examination reports show that a fair number of pupils are ready to compete under the prescribed restrictions of age. Some further time must elapse before children of the ages prescribed can master the subjects of the standards fixed in the Code for the competitive examinations for such scholarships.

373. The following table shows the aided schools for European and Eurasian children, together with the grants-in-aid which they now enjoy and their income from other sources. These schools are all fully noticed in the Inspectors' reports, which are subjoined in the order of Revenue Divisions. All have been examined, so far as was found practicable, by the standards prescribed in the new Code, and estimates of the grants earned under the regulations that are not yet in force have been in most cases prepared. Some schools have not properly prepared their pupils for examination according to the new standards, and no estimates of probable grants can be given in such cases. It will be remembered, also, that if the amount earned exceed the income of the school (not including boarding fees) from all sources other than the grant, it may be reduced by the amount of that excess. Very few schools will gain by the new Code, even liberally interpreted. many would be ruined if its regulations were rigidly observed. Allowance must be made for some time to come for inability to comply with all the conditions of the Code. I can conscientiously say that most of the aided schools are doing their best and on the whole doing good work. If their grants are cut down some schools will be given up, and in others the work done will be less in quantity and worse in quality. None of the present grants should be reduced for non-compliance with the requirements of the Code, and under one saving rule they may all be continued. On the other hand, if some schools can earn and clearly require in-

creased grants, I would give them the benefit of rules that may be favourable to them.

Aided European and Eurasian Institutions.

Number.	District.	Names of Institutions.	Number of scholars on the rolls on 31st March, 1884.	Cost.		Remarks.
				Private funds.	Grant-in-aid.	
		Boys' Schools.		Rs.	Rs.	
1	Dehra Dún ...	St. George's College, Mussoorie,	65	24,260	3,000	
2	*Ditto ...	St Fidelis's School, ditto ...	141	12,006	2,400	
3	Ditto ...	Hill School, Railway, ditto ...	37	3,644	600	Grant raised to Rs. 100 per mensem from 1st April, 1884.
4	Sahráanpur ...	S. P. and D Railway School ...	51	794	480	
5	Meerut ...	St. John's School ...	78	3,019	1,200	
6	Ditto ...	East Indian Railway School, Gháziabad.	25	1,420	360	
7	Aligarh ...	East Indian Railway School ...	25	960	360	
8	Agra ...	St. Paul's Orphanage ...	80	1,236	3,000	
9	Ditto ...	Tundla Railway School ...	46	1,200	600	
10	Ditto ...	Cantonment School ...	85	2,290	2,220	
11	Ditto ...	St. Peter's College ...	68	4,080	3,000	
12	Bareilly ...	European School ...	13	40	*25	
13	Moradabad ...	Ditto ...	15	427	600	
14	Cawnpore ...	Ordnance School ...	32	580	480	
15	Ditto ...	Memorial School ...	59	4,205	4,800	
16	Ditto ...	East Indian Railway Schoo ...	34	1,250	360	
17	Ditto ...	Cawnpore Seminary ...	32	1,224	25	
18	Allahabad ...	City School (Mixed) ...	113	1,827	1,440	
19	Ditto ...	Boys' High School ...	138	2,352	6,600	
20	Ditto ...	All Saints District School ...	69	1,314	480	
21	Ditto ...	Catholic Boys' School ...	48	84	*40	
22	Benares ...	School for Europeans and Eurasians	23	65	*55	
23	Ditto ...	East Indian Railway School, Moghal Sarai.	17	888	360	
24	Gházipur ...	Station School ...	32	822	960	
25	Kumaun ...	Diocesan Boys' School, Naini Tal	127	9,377	5,880	
26	Ditto ...	Boys' High School, ditto ...	62	3,028	2,800	
		Girls' Schools.				
1	Dehra Dún ...	Woodstock Girls' School, Landaur,	73	19,885	1,800	
2	Agra ...	Canning Protestant Girls' School	22	2,400	3,780	
3	Ditto ...	St. Patrick's Orphanage ...	103	1,800	1,800	
4	Allahabad ...	St Mary's Convent School ...	120	9,900	3,000	
5	Ditto ...	Cannington Girls' School ...	33	4,948	1,800	
6	Ditto ...	Catholic Girls' School ...	29	...	*30	
7	Ditto ...	Girls' High School ...	157	12,704	4 800	
8	Cawnpore ...	Boarding School ...	67	6,400	3,600	
9	Kumaun ...	Diocesan Girls' School, Naini Tal,	52	4,342	2,820	
10	Ditto ...	Southwood Girls' School, ditto...	25	4,195	*125	
11	Lucknow ...	Convent School ...	90	12,600	*150	
12	Ditto ...	La Martinière Girls' School ...	66	2,376	2,757	Grant raised from Rs. 224 to Rs. 293 per mensem during 1884-85.

* For one month only.

374. The most important of the new grants-in-aid for tuition sanctioned in the past year are Rs. 150 to the Loretto Convent School at Lucknow, Rs. 125 to the American Mission Girls' School at Naini Tal, and Rs. 70 to the Catholic schools for boys and girls at Allahabad. Two elementary schools, at Bareilly and Cawnpore, have been aided for the first time with small grants. A building grant of Rs. 10,000 has been assigned to the Catholic Cathedral schools at Allahabad.

375. The Inspectors report as follows :—

MEERUT DIVISION.

Schools for Europeans and Eurasians.

St. George's College, Mussoorie.—"Onward!" would seem to be the motto of St. George's College. On 1st January, 1883, it was affiliated to the Calcutta University up to the First Arts standard. On 1st February, Mr. G. W. Johns, B.A., was appointed its Professor of Physical Science, and on 23rd April, Mr. G. Barlow, B.A., from London University, joined as Professor of English Literature and Classics. The roll has risen from 48 scholars last inspection to 63, and the average daily attendance has been 60. But while the income to the end of October

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was only Rs. 14,869, the expenditure was Rs. 16,228. It is therefore with feelings of apprehension that the Revd. Father Julius, the principal, welcomes the application of the payment-by-results system to his college. For he fears, in common with others similarly situated, that with his comparatively limited roll of scholars the results system will not add to but take from his present grant in-aid. I do not share these apprehensions with Father Julius. For although his boys were not prepared to be examined by the standards prescribed for European and Eurasian schools, yet the results of the examination were so satisfactory that I do not think he will be a loser by the system. According to my estimate at the time St. George's might be entitled to Rs. 3,568. The present grant is Rs. 3,000. It is to be hoped, however, that, under the Education Code, the payment-by-results system will be applied to the school department only, and that the college department will continue to be aided as at present. In the university examinations 2 candidates went up for the first arts and both passed, one in the 1st division and one in the 3rd. Five went up for the entrance and 3 passed, 2 in the 1st and one in the 2nd. Two also passed the Roorkee examinations, one for the 1st and one for the 2nd department.

St. Fidelis's School, Mussoorie.—"This orphanage school is under the immediate superintendence of the Revd. Father Lawrence McCarthy and has received a Government grant of Rs. 200 monthly from 1st April. On the day of inspection the roll showed 148 pupils, of whom 138 were present. Excluding Rs. 6,072 for rent and buildings, the expenditure to 31st March was Rs. 13,880, which was met from the following sources: Government grant Rs. 2,346, Government orphan allowance, on an average of Rs. 540 a month, Rs. 6,480, and the remainder from charitable funds. Though not quite prepared to be examined by standards, the school passed a satisfactory examination, and under the Code might be entitled to Rs. 4,686. As further proof of the excellence of the teaching here I may add that two boys passed the university entrance examination in the 1st division, one the Roorkee examination upper subordinate grade, and three passed for the survey, of whom two will begin life on a salary of Rs. 120 each.

Woodstock Girls' School, Landour.—"The roll showed an increase of 17 scholars since last inspection, or 98 against 81 The school had been very successful in generally preparing its pupils up to the standards prescribed for European and Eurasian schools, the highest reached being the VIIth. That I was well pleased with the domestic arrangements of the school, its discipline, and general system of education, will appear from the valuation results. Under the Code this institution might be entitled to Rs. 3,203: the present grant is Rs. 1,800. And considering that the tuitional expenditure for the year has been Rs. 23,985, I am glad to think that the school may be more liberally treated under the Code.

Scinde, Pánjab, and Delhi Railway School, Mussoorie.—"This school, which is under the tuitional control of Mr. and Mrs. Buchart, continues to improve. The number of scholars enrolled was 37, or 5 more than last year, and all were present, *viz*, 23 boys and 14 girls. The classes were examined up to standard V. and all did very fairly. Under the Code the school might be entitled to Rs. 1,350. The present grant is Rs. 600, which has already been raised to Rs. 1,200 from 1st April, 1884.

Saháranpur Railway School.—"This school is now under a local committee, who have secured the services of two certificated teachers—the Misses Lee. The roll number was 44 and 38 children were present: 23 boys and 21 girls. The highest class were reading standard V. As the school had only recently been placed on its present footing, none of the classes were quite up to the standards, but in good working order the school might get Rs. 1,131 under the Code. The present grant is Rs. 480.

Gháziabad Railway School.—"During the year Dr. James Brough, of the Railway, has acted as Honorary Secretary, and Mr. and Mrs. Stedman, the teachers in charge, have very fairly taught the first three classes up to standard VI.; the last three classes, being composed of children under 8, were not examined by standards. The roll was made up of 13 boys and 12 girls, and under the Code the school might get Rs. 736. The present grant is Rs. 360.

Aligarh Railway School.—"Mr. Abbott, Railway Engineer, acts as honorary secretary for this school. Nine boys and 16 girls were enrolled and 19 children present. This is the least advanced of the railway schools. The highest standard reached was the IInd, but up to that the classes did fairly. Under the Code the school might get Rs. 709. The present grant is Rs. 360.

St. John's Schools, Meerut.—"The boys' upper and lower schools and girls' lower school, which are all held in one building, gave an aggregate roll of 42 pupils, including 31 whose fees are paid by Government. As suggested in my report of last year, all the pupils had been prepared to be examined by standards and passed a satisfactory examination up to standard IV. Under the Code the above three schools might get Rs. 1,244. The 4th or girls' upper school is held in the Soldiers' Chapel at the opposite end of the station and is practically a separate school. The roll showed 36 names and 33 children were present. They had also been taught up to standard IV. and did very fairly. Under the Code this school might get Rs. 1,079. The present grant for the four schools is Rs. 1,200."

AGRA DIVISION.

Schools for Europeans and Eurasians.

376. "There are seven of these in the Division receiving aid from Government: they are the three Catholic institutions of Agra—St. Peter's College, St. Paul's Orphanage School for Boys, St. Patrick's Orphanage School for Girls—the Canning Girls' School, Agra, the Cantonment School, Agra, a mixed school for boys and girls, the East Indian Railway School at Tundla, also a mixed school, and another school at Fatehgarh opened just at the close of the year in place of a school held up to December last in a building of the Gun-Carriage Factory, but then given up for want of attendance. The new Code of regulations for European schools was in the hands of managers and teachers by April, 1883, and in that month I went round to the six Agra schools in order to explain the provisions and requirements of the Code, to fix a school year, and to help in each school to arrange the scholars, by reference to their previous studies, under the new standards of instruction prescribed in the Code. The arrangement then made had subsequently to be somewhat modified in all the schools and some scholars to be put a standard higher and some a standard lower than that at first assigned to them; and in two of the schools, St. Patrick's Orphanage and the Cantonment School, it was not till the end of June that a classification under standards considered satisfactorily workable had been finally settled. In some cases an additional text-book or two had to be introduced, but, generally speaking, the text-books previously in current use were found to suffice. The school year fixed for the six Agra schools was to reckon as beginning on the 1st of October and ending on the 30th September, so that the month of October might properly, under article 18, note (1), of the Code, be devoted to the annual examinations for grants. I examined these Agra schools accordingly in October, and spent the whole of the working days of that month in the schools. For the Tundla school, where the Revd. Mr. Westerhout, the manager, and the head-mistress of the school, Mrs. Harris, arranged the classification of the scholars under standards for themselves and without any assistance, I fixed the school year to begin on the 1st November and to end on the 31st October, so that my examination of the school might come on in November. My examinations of the schools were conducted in strict accordance with the regulations of the Code, the results being recorded in 'passes,' and no scholar receiving a pass in any subject in any standard unless I considered him or her to satisfy the full requirements laid down. On the number of passes gained I reckoned the earnings of each school in grants for instruction. The grants for attendance were calculated on schedules of attendance prepared for me by head teachers from the school registers and certified to be correct by managers. In all the schools there was some loss of grants for instruction from scholars who earned passes not being able to to count them *in money*, because of failure to show the minimum of attendances (120) required by the Code. In two of the schools, the Canning Girls' School and the Cantonment School, the total earnings in grants fell very far short of the amount which they now receive as a grant-in-aid. Had grants-in-aid this year been determined by such total earnings, these two schools would in fact have lost from a half to two-thirds of their respective incomes. Maximum grants (for instruction, for attendance, for discipline, earned by every scholar will not bring these two schools anything like an equivalent to their present grants-in-aid. The new Code, if strictly enforced, means for them, I fear, nothing less than extinction.

377. "I now take these schools each in turn and give some details about them:

"*St. Peter's College.*—When I examined this institution in the latter part of October there were 102 boys on the roll, of whom 16 were in the higher department or above the VIIth standard; 75 were in standards I. to VII., that is, formed the primary and middle departments of the school: and 11 were in an infant department.

"Of the 16 boys in the higher department 4 were studying for the entrance examination of the year and subsequently passed the same, 2 being placed in the 1st division and 2 in the 2nd; and 12, of whom 6 were natives admitted to the school from two to three months before, formed a class preparing for the entrance examination of 1884, now not to come on till April, 1885. This class of 12 was only a moderately good one, but probably half the number will pass when they actually go up for matriculation. None of these boys of the higher department study the alternative course B of the Code, or combine with the entrance course any of the optional subjects of course A. They all study the entrance course simply, as neither their parents nor their teachers, nor, I may add, the boys themselves, care to risk their matriculation certificate by crowding into their work subjects of which the university examiners take no account.

"The four boys who passed the matriculation examination would have earned for the school under article 27 of the Code as last revised the following instruction grants: the two passed in the 1st division Rs. 150 each, the two passed in the 2nd division Rs. 120 each, or a total earning of Rs. 540.

"Of the 75 boys composing the middle and primary departments of the school seven were absent from my examinations; the remaining 68 were present all through,

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and were presented in one or other of the standards I. to VII. The following are the condensed results: of 204 possible passes in the three elementary subjects of the standards 168, or 82·3 per cent., were obtained. The possible earnings for these 168 passes in the elementary subjects at Rs. 5 each pass (article 22 *a*) would have been Rs. 840; but as some of the boys failed in two elementary subjects, they were not allowed to count their passes in the third for money (article 23*a*). The actual earnings therefore for elementary subjects came down to Rs. 810. The percentage (82·3) of passes gained in elementary subjects entitled the school to count all the money made by passes in class-subjects (article 23*b*), excepting that disallowed under article 23*a* for failure in two elementary subjects. The boys in standards VII., VI., and V., 22 in number, were presented in 4 class-subjects—English, geography, history and mathematics; those in standards IV., III., and II., 34 in number, were presented in 2 class-subjects—English and geography; and those in standard I, 12 in number, were presented in the single class-subject—English. All this is in accord with article 8 and a note under English in the standards of the Code. The possible number of passes obtainable in class-subjects was, then, 168.* The actual number obtained was 118, or 70·2 per cent. The full earnings for these 118 passes in class-subjects at Rs. 3 per pass (article 22*b*) would have been Rs. 354, but deducting the money disallowed under article 23*b* for failure in two elementary subjects, the actual amount earned was Rs. 321. These results are in the elementary subjects very good, and in the class-subjects very fair, and the credit of them is due to the zeal and industry which the Revd. Father O'Dea and his successor, the Revd. Father Genesius, had aroused in both teachers and scholars alike. Praise also is due to Mr. Vernon, the head-master, who has now left. He had studied the new Code most carefully both in its rules and in its standards, and had guided and helped the teachers well in working up their boys to proper requirements. In a first trial of a system of individual examination I was not prepared for such generally successful performances, and as after the examinations I entered each boy's passes in his scholars' register, I intimated to the Reverend Rector, who had sat with me throughout, that I thought the boys of St. Peter's College had done remarkably well and that all, both teachers and scholars, had done their best to afford both him and me satisfaction.

$22 \times 4 = 88$
$34 \times 2 = 68$
$12 \times 1 = 12$
168

"The grants earned for attendance under article 20 of the Code were easily calculated. Omitting the attendances made in the small infant department, the number of full attendances of 4 hours each made in the rest of the school was 17,943 for the school year. The number of full school-meetings in the year had been 224. The average daily attendance therefore was $\frac{17943}{224}$ or 80. For the first 25 of these 80 a grant of Rs. 12 each may be claimed, for the next 25 a grant of Rs. 9, and for the remaining 30 a grant of Rs. 6. The full grant for attendance, therefore, would be Rs. 705. To this must be added a grant of Rs. 18 per child for the 11 children, none of them above 8 years of age, who formed the infant department of the school, or a total infant-grant of Rs. 198 (article 20).

"As all scholars in the school, including even those under eight years of age and the whole infant department, are systematically drilled once a week and some of them more often, there was another grant claimable (article 21*b*) of 8 annas per head of the average attendance of the whole school, including the infant department, which average attendance coming out 90 gave a total drill-grant of Rs. 45.

"I considered due to the school also, regarding the school as a day-school, the Rs. 3 grant per head of the average attendance (80, excluding the infant department) allowable under article 21*c* for discipline, organization, apparatus, and method of instruction, as I could not fairly find fault with the school in any one of these respects.

"The other grant allowable under article 35 to the school, considered as a boarding school, at the rate of Rs. 3 per head of the average number of boarders in residence during the year, likewise seemed to me to have been deserved, as the organization, discipline, sanitation and domestic arrangements are, in my opinion, satisfactory. As the average number of boarders in residence during the year was 64, the total of these grants under article 35 would be Rs. 192.

"No allowances under article 36 for boarding-charges were claimed by the Revd. Rector, or, I believe, were claimable.

"I have forgotten to mention that the 22 boys in standards VII., VI., and V. brought up two special subjects—Urdu and Latin; but I did not consider that any of the 22 come up to anything near the requirements of their respective standards in Urdu, so passed none of them in that subject, nor could I pass more than 8 of the 22 in Latin. These 8 boys were all in standard V. The 11 boys in standards VI. and VII. really knew no more Latin than those in standard V. I did not pass any of the 11, therefore, in that language. The 8 boys who passed in Latin earned by such passing Rs. 5 each, thus contributing between them Rs. 40 more to the earnings of the school for instruction in standards than the Rs. 1,131 (810+321) that I have already reckoned under that head. I will now count up the total earnings of the school under all heads, so as to show what the full grant-in-aid to the school would have been had

grants-in-aid been determined this year by the result-system introducted by the new Code. (1) Under attendance the earnings are—for average daily attendance, 80, in primary, middle, and higher departments of the schools, Rs. 705; for attendance, 11, in infant department, Rs. 198. (2) Under instruction the earnings are: entrance examination, Rs. 540; examination in standards, Rs. 810; elementary subjects, Rs. 321; class-subjects, Rs. 40. (3) Under drill the earnings are Rs. 45 (4) Under discipline, &c. (article 21c), day-school, the earnings are Rs. 3 × 80 = Rs. 240. (5) Under organization, &c. (article 35), boarding-school, Rs 3 × 64 = Rs. 192. These sums totalized give Rs. 3,091 as the full amount of grants earned. The present grant-in-aid to the school is Rs. 250 a month or Rs. 3,000 for the year. Had the grant-in-aid for the current year been determined by earnings the school would have got from provincial funds Rs. 91 more, therefore, than it now gets. Of course it is impossible to say what the earnings of the school may be at the next trial of the result-system, or whether at any trial any near equivalent to the present grant-in-aid may be earned, because so much depends, to say nothing of attendance, upon the work of the teachers and brains of the scholars, but it is at least satisfactory to note the very favourable result of the first trial.

Rs	
705	Rs 903 attendance.
198	
540	Rs 1,711 instruction.
810	
321	
40	
45	Rs. 45 drill.
240	Rs 432 discipline.
192	
3,091	

"I have entered into very full details in connexion with this school, because such details make plain the reason why, and the articles under which, I calculated the various earnings at such and such amounts. As I applied the articles of the Code with the same strictness in determining the earnings of the 5 schools that remain to be reviewed, I may make my remarks upon them a little less full and particular.

"*St. Paul's Orphanage School for Boys.*—This orphanage school is scholastically one with St. Peter's College, that is in its middle, primary and infant departments, boys in those departments of either institution working together in the same class-rooms and under the same set of teachers. Even when a scholar of the orphanage gets beyond the middle department, he goes to the higher department of St. Peter's College and studies matriculation subjects under the teachers there employed, but he loses his designation of a St. Paul's boy and is called a St. Peter's boy, as he receives with his promotion to higher studies promotion also to the better dietary and higher privileges of the college. There were 4 such promoted orphanage scholars in the higher department of St. Peter's College when I held my examinations in October last. At that time the St. Paul's school contained in its middle and primary departments (standards VII. to I.) a roll of 56 scholars, and its infant department a roll of 26 scholars, or a total roll of 82. The 54 St. Paul's boys presented in standards (two were absent) all came up with the St. Peter's boys of the same standing, and the St. Paul's infant department was also in amalgamation with that of St. Peter's: but in my statements of results I separated the attendances and passes made by the one set of scholars from those made by the other, so as to calculate correctly the earnings of either institution. The following are the results for the St. Paul's boys:—

"(1) Attendance.—In middle and primary departments attendances made in the year, 12,997; number of full school-meetings, 224; average daily attendance, $\frac{12997}{224}$ or 58. Attendance grant therefore, Rs. 573.* Attendance grant for infant department Rs 18 × 25 (one boy in this department was over 8 years of age), or Rs. 450. Total grants for attendance, Rs. 1,023.

* 25	× 12	=	Rs. 300
25	× 9	=	„ 225
8	× 6	=	„ 48
			573

"(2) Instruction.—Number of possible passes in elementary subjects, 162; number of passes obtained, 131, or 81 per. cent.; number of passes counting for money, 126. Instruction-grant for elementary subjects, Rs. 126 × 5 = Rs. 630. Number of possible passes in class-subjects, 130; number of passes made in class-subjects, 88, or 68 per cent.; number of passes counting for money, 81. Instruction-grant for class-subjects Rs. 3 × 81 = 243. Special subjects, Urdu and Latin: 16 boys presented from standards V., VI., VII.; no passes in Urdu, 4 passes in Latin, standard V. Instruction-grant for special subjects, Rs. 5 × 4 = Rs. 20. Total grants for instruction, Rs 893†.

Rs.	
†630	elementary subjects.
243	class „ ditto.
20	special ditto.
893	

"It will be seen that the results here in elementary subjects and class subjects are not quite so good as those previously shown for St. Peter's College, but they are nevertheless very satisfactory results. One would hardly expect much difference to appear, as one and the same set of teachers conducts the tuition in both institutions.

"(3) The drill grant in St. Paul's school at the rate of 8 annas per head of the 81 average attendance of the school (including infant department) comes to Rs. 40-8.

"(4) The day-school grant for discipline, &c. (article 21c.) at Rs. 3 per head of the 58 average attendance of the school (excluding infant department) comes to Rs. 3 × 58 = Rs. 174.

"(5) The boarding-school grant for discipline, sanitation, &c. (article 35) at Rs. 3 per head of the 85 average number of boarders in residence during the year comes to Rs. 3 × 85 = Rs. 255.

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"(6) And now comes a grant which in future will form a very important item in the amount claimable by this school from provincial funds, *viz.*, the grant spoken of in article 37 as a special grant to be made to free schools and orphanages in aid of the boarding-charges of scholars educated therein. This special grant may not exceed (*a*) one-half the total cost of their maintenance, (*b*) the rate of Rs. 5 a month for each boarder. The Reverend Rector of St. Paul's Orphanage assures me that it costs a good deal more than Rs. 10 a month to maintain a boarder in the orphanage. He would therefore claim to receive the maximum allowance named in (*b*). As the average number of boarders in the orphanage during the school-year (1st October, 1882 to 30th September, 1833) was 85, the special grant for boarding-charges would have amounted that year to Rs. $5 \times 85 \times 12 =$ Rs. 5,100. The special-grant is not likely to be less than this sum in any year. The likelihood is the other way; but I use the sum here as sufficient for my purpose in calculating the total amount of the grants which on the results of my first inspection of the orphanage under the new Code its managing body would have been entitled to draw.

"Adding, then, all the foregoing grants (for attendance, instruction, drill, discipline, and boarding-charges) together, we arrive at a total grant of Rs. 7,485.* Irrespective of the grant for boarding-charges the earnings of the school come to Rs. 2,385-8, a sum less by Rs. 614-8 than the Rs. 3,000 which the school at present receives as its yearly grant-in-aid. The school would probably soon come into difficulties under the new Code but for the special grant for boarding-charges. But the committee who drew up the Code say with reference to the special grant for boarding-charges of scholars in Orphanage schools: 'we recommend it as a convenient mode of giving larger grants to these deserving and indispensable schools without altering in their favour the rates proposed for attendance and instruction. It introduces an eleemosynary element, but only under strict conditions and with a view to maintaining in efficiency a most important class of schools which support and educate many hundreds of poor and neglected children, and which would otherwise be in chronic difficulties under the regulations laid down in the Code.'

Rs.	
573	Rs. 1,023 attendance.
450	
620	Rs. 893 instruction.
243	
20	
40-8	Rs. 40-8 drill.
174	Rs. 429 discipline.
255	
2,385-8	
5,100	boarding charges.
7,485-8.	

"*St. Patrick's Orphanage School for Girls.*—When I examined this school in October last there were 106 girls on the orphanage books, distributed thus: 71 in standards I. to V., 22 in an infant department, and 13 girls who, having passed, before the new Code was introduced, a middle class examination nearly equivalent in difficulty to that now required of girls in standard VI., were considered to have completed their schooling and were put to domestic work only. Of the 71 girls studying in standards one was absent from my examination. The remaining 70 were presented to me for examination as follows: 11 in standard V., 9 in standard IV., 17 in standard III., 25 in standard II., and 8 in standard I. The results were very fair ones, as will be seen below under the heading 'Instruction,' and quite satisfied me that the girls had had a good deal of pains spent upon them, though the teachers, I believe, thought that many of the girls ought to have done better. I now calculate the grants earned:—

"(1) Attendance.—The attendances made in the year, not counting those made in the infant department, were 22,131, which for the 280 full school-meetings held give an average daily attendance for the department working in standards of $\frac{22131}{280}$ or 79. The grant for this attendance is Rs. 699.† The attendance-grant for the infant department, as 10 of the 22 girls in it were over 8 years of age, is Rs. $18 \times 12 =$ Rs. 216. The total attendance grant therefore is Rs. 915.

† 12 × 25	= 300
9 × 25	= 225
6 × 29	= 174
	699

"(2) Instruction.—In elementary subjects 150 passes out of a possible 210, or 71 per cent., were made, and 140 of the 150 counted for grant. The instruction-grant for elementary subjects therefore is Rs. $5 \times 140 =$ Rs. 700. In class-subjects 20 girls in standards V. and IV., bringing up four, 17 girls in standard III., bringing up three, and 33 girls in standards II. and I., bringing up two, the passes made were 159 out of a possible 197, or 81 per cent. Needle-work and English were brought up by all the girls, and geography and history were the other two class-subjects chosen. The number of passes in class-subjects that counted for grant was 144. The instruction grant for class-subjects therefore comes to Rs. $3 \times 144 =$ Rs. 432. No special subjects were brought up.

Rs.	
‡ 700	elementary subjects.
432	class subjects.
1,132	

"The full grant earned for instruction is accordingly Rs. 1,132.‡

"(3) The day-school grant for discipline, &c., at Rs. 3 per head of the 79 average attendance of the school (exclusive of infant department) comes to Rs. $3 \times 79 =$ Rs. 237.

"(4) The boarding-school grant for discipline, &c., at Rs. 3 per head of the 102 average number of boarders in residence during the year comes to Rs. $3 \times 102 =$ Rs. 306.

"(5) The special grant for boarding-charges of 102 scholars comes to Rs. $5 \times 102 \times 12 =$ Rs. 6,120.

"The total of the various grants amounts to Rs. 8,710,* which is the sum that would have been payable to the orphanage had the provisions of the Code as regards grants been operative for the current year.

Rs.	
699	Rs. 915 attendance.
216	
700	Rs. 1,132 instruction.
432	
237	Rs. 543 discipline.
306	
2,590	
6,120	special grant.
8,710	

"The present grant-in-aid to the school is Rs. 150 a month or Rs. 1,800 annually. The school therefore will be a gainer under the new Code, supposing of course that its present attendance and efficiency of instruction is maintained, even without reckoning the special grant for boarding-charges. I need scarcely say, that if this special grant is allowed by the Local Government, it will be received by the religious ladies who conduct the orphanage with the greatest satisfaction and gratitude.

"*The Canning Girls' School.*—In October last this school had a roll of 36 girls and 1 boy, or of 37 scholars. These were all presented to me in standards I to V., the classification going downwards, being 6 in standard V., 8 in standard IV., 5 in standard III., 6 in standard II., and 12 in standard I. The grants earned for attendance, instruction, and discipline may here be seen worked out :—

"(1) Attendance.—The number of full attendances for the year was 9,232, and the number of full school-meetings was 235. The average daily attendance was therefore $\frac{9232}{235}$ or 39. The grant for this attendance would be Rs. 426.

$12 \times 25 = 300$
$9 \times 14 = 126$
426

"(2) Instruction.—In elementary subjects 91 passes were made out of a possible 111, or 82 per cent. Of these 91 passes 16 were of no money value, either because the scholars who obtained them could not show 120 attendances in the year, or because they failed in two elementary subjects. Thus 75 passes were left to count for grant. These 75 passes would give an instruction grant for elementary subjects of Rs. $5 \times 75 =$ Rs. 375. In class-subjects the 6 girls in standard V. brought up 4, *viz.*, English, needle-work, geography and history; the 19 girls in standards IV., III., and II., brought up 3, *viz.*, English, needle-work, and geography; and the 11 girls in standard I. brought up 2, *viz.*, English and needle-work. The boy in standard I. brought up English only. Thus there were 104 passes possible to be obtained in class-subjects. The passes actually obtained were 101, or 97 per cent. Only 81, however, of these 101 passes gained could count for grant, for reasons mentioned above in connexion with elementary subjects. These 81 passes would give an instruction grant for class-subjects of Rs. 3×81 or Rs. 243.

"No special subjects were brought up by any scholar.

"(3) The day-school grant for discipline, &c., at Rs. 3 per head of the 39 average attendance would be Rs. $3 \times 39 =$ Rs. 117.

"(4) The boarding-school grant for discipline, &c., at Rs. 3 per head of the 36 average number of boarders in residence during the year would be Rs. $3 \times 36 = 108$. These various grants added together would bring the total earnings of the school to Rs. 1,269.

Rs	
426	attendance.
375	Rs. 618 instruction.
243	
117	Rs. 225 discipline.
108	
1,269	

"The school now receives a grant-in-aid of Rs. 315 a month or an annual grant of Rs. 3,780, a sum close upon three times the amount shown above as that payable to the school under the result-system of the new Code. The comparison implies so very serious a loss of school-income that I do not see how the school can be kept on, unless, indeed, the Local Government should determine that the Code is not suitable to these provinces—a determination of which, as I think, all managers of European schools in this Division, and perhaps in other Divisions too, would be glad, except the managers of orphanage schools, whom the special grant for boarding-charges given by article 37 will amply compensate for any loss that may come to them under other provisions of the Code. I add the remarks which I entered in the school book kept for the record of the results of my examinations, as these remarks show that I was quite satisfied with the instruction of the school and could only deplore that now, under the altered circumstances of the Civil Lines of Agra, where the school is situated, the very respectable attendance of day-scholars which the school once had can no longer be secured to add to the income of the school: 'Considering that this examination is the first held under the new Code and that the pupils had been but six months at work in the standards of that Code, the general performance of the girls has been very creditable. In the elementary subjects, reading, writing, and arithmetic, the most important subjects, the percentage of passes made, 82 per cent., is a very good one, much better than I thought would be made. The head-mistress and her three assistants are to be congratulated on this result. They have evidently worked hard to bring their respective classes up to the new requirements, and I beg to record here my appreciation of their efforts. When I visited the school at the beginning of the official year, I remarked upon the slowness of many of the girls to give an answer to questions put to them. There was much less of this at the examination now concluded, and my work with the several classes was much more easy and pleasant in consequence.

"'The earnings of the school are shown to be Rs. 1,269, and were the grant-in-aid to the school to be determined this coming year by such earnings, the managers

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would no doubt be very much crippled for funds. It is not the instruction of the school that is in fault, but the attendance, and I think it a great misfortune that the school, situated as it is at the Civil Lines, should be almost beyond the reach of day-scholars. A fair number of day-scholars would greatly improve the earnings for attendance and, where the tuition is so satisfactory, succeed also in adding something to the earnings for instruction. As I was highly satisfied with the discipline, school equipment and organization, I have given the full grant of Rs. 3 per head of the average attendance as an earning under discipline, regarding the school as a day-school, and I have added another Rs. 3 per head of the average number of boarders in residence during the year on account of the domestic equipments and arrangements of the institution as a boarding school, all of which I consider to be highly suitable and satisfactory. The school has now been in existence for 21 years. If was set up largely by private subscriptions, and when established it was the only institution, not Catholic, in the North-Western Provinces where a decent education could be got for European and Eurasian girls of the middle class whose parents could not afford the high charges of schools in the hills or the heavy expenses to be paid at that time for dâk journeys to and from such schools. It has in its 21 years of life educated a large number of girls, many of whom have become mothers of girls, who in their turn have come to the school to receive their education in it, and more than one to teach in it. It would certainly be a pity, after a career of so much usefulness, to see the school now expire, killed by a Code.'

"*The Cantonment School, Agra.*—This mixed school, when I visited it for examination in the middle of October last, contained a roll of 71 scholars, of whom 38 were boys and 33 were girls. The girls of the school are taught by the two assistant mistresses engaged, who also have some of the younger boys (those who have not got beyond standard III.) mingled with the girls Boys above standard III. are taught by the head-master of the school, assisted by a munshi for boys learning Urdu. There were 12 scholars, 7 boys and 5 girls, not studying in standards, but not in a separate room under a separate teacher of their own, and therefore I did not count them as an infant department entitled to a grant. The remaining 59 scholars (31 boys and 28 girls) were studying in standards I. to VI., and all but one of these, a girl who was absent sick, were presented to me for examination in one or other of those standards, with results that I did not consider satisfactory: but there are many drawbacks to efficiency of instruction in the school, not the least being the constant changes that occur in the roll of pupils and the very irregular attendance of even those pupils who remain on the roll for so long as a year. The various grants earned are now shown :—

"(1) Attendance.—The number of full attendances made in the school during the school-year, 1st October, 1882 to 30th September, 1883, was 13,988, which divided by 221, the number of full school meetings, gives $\frac{13988}{221}$ or 63 as the average daily attendance. The attendance grant therefore is Rs. 603.*

$$\begin{array}{r} 12 \times 25 = 300 \\ 9 \times 25 = 225 \\ 6 \times 13 = 78 \\ \hline 603 \end{array}$$

"(2) Instruction.—In elementary subjects of 174 possible passes 91, or 52 per cent., were obtained: but of these 91 only 61 counted for grant, as 30 of them were of no money value, because the pupils who made them either failed in two elementary subjects or did not show the requisite 120 attendances. The instruction grant for elementary subjects would therefore be Rs. 5 × 61 = Rs. 305. In class-subjects the 4 boys presented in standard IV. brought up four—English, geography, mathematics, and Urdu—and made 10 passes, 3 of them being in Urdu. The 6 boys and two girls presented in standard V. brought up three class-subjects—English, geography, and Urdu in the case of boys or needle-work in the case of girls, and they made 11 passes, three of them being in Urdu. The 12 boys and 18 girls presented in standards IV. and III. brought up two class-subjects—the boys English and geography, the girls English and needle-work—and made 46 passes, of which two only were in geography and 18 in needle-work. The 10 boys and 6 girls presented in standards II. and I. brought up English as a class-subject and the girls needle-work also, and they made 15 passes, of which 6 were for needle-work. Thus 82 passes out of a possible 122, or 67 per cent., passes were made in class-subjects. Only 43 of these passes, however, counted for grant, so that the instruction-grant for class-subjects would be Rs. 3 × 43 = Rs. 129, and the full grant for instruction would be Rs 434. I do not consider the results in the elementary subjects at all good, and though those in class-subjects are better, I am obliged to note that 27 of the 82 passes were gained by the girls' needle-work, the lady who judged needle-work for me passing every girl in that subject. Much of this needle-work, however, is the result of home teaching.

"(3) The day-school grant for discipline, &c., I reckoned at Rs. 2 per head of the 63 average attendance, or in all Rs. 2 × 63 = Rs. 126.

"The total grant therefore that would be payable to the school on the results of my first inspection of it under the new Code comes up to Rs. 1,163.

Rs.		
603		attendance.
305	Rs 433	instruction.
129		
126		discipline.
1,613		

"The school draws now a fixed grant-in-aid of Rs. 185 a month, and from Rs. 50 to Rs. 60 a month besides on account of the schooling-fees of indigent scholars. But leaving out the fees and looking to the regular grant-in-aid only, I note that the school gets now in its annual grant of Rs. 2,220 nearly double what it earned under the result-system of the new Code. It will probably earn something larger next year and in succeeding years, but it is not likely that it will ever earn as much as its present income.

"I append here the remarks which I wrote in the visitor's book of the school after my examination was over :—'Under article 21c, discipline, organization, and method of instruction, I have not been able to allow the full grant of Rs. 3 for each scholar in average daily attendance, but only Rs. 2, because I do not consider that the apparatus and the discipline are quite all that is desirable. The proportion of passes in elementary subjects is only 52 per cent. of the possible number, and that is a percentage below what the Code lays down as sufficient to entitle the school to the full grant, Rs. 3 each pass, for its passes made in class-subjects. The Code percentage is 60 per cent.; but as I know that the school has not been regularly taught for more than a month or two under the standards of the Code, I do not regard this examination as anything more than a trial of what the school's capabilities are. A scrutiny of the results will show that throughout the school the performances in arithmetic were very far short of the requirements of the standards of the Code, and that the performances in geography were even still further short. I have already advised the head-master to keep the school in its present classification until the next inspection in October, 1884, by which time the scholars under the several standards may be worked up to full requirements, and so the earnings under instruction be considerably enhanced. Out of 58 scholars examined under the standards no less than 31 earn nothing, either because they fail in elementary subjects or because they have not put in the requisite 120 attendances during the year. For the year 1884-85 the grant-in-aid is not to be determined by results; but for the year 1885-86 the grant-in-aid will strictly depend upon the earnings for instruction, attendance, and discipline, and the attention of the head-master and of his two assisting mistresses is particularly called to the necessity of making their class-instruction conform rigidly to the terms of the Code. At the next inspection I hope to find a very general improvement in the instruction. The head-master and his assistants are earnestly advised to study the standards of the Code and to adhere thereto in their teaching, for the income of the school will depend very much upon such adherence.'

East Indian Railway School, Tundla.—"This is a small mixed school of 41 scholars, 17 boys and 24 girls. At least this was the state of the roll on the 31st October, 1883, the last day of the school-year fixed for the school. This roll was divided into 24 scholars—8 boys and 16 girls—learning in standards I., II., and III., and 17 scholars—9 boys and 8 girls—learning in an infant department under their own teacher and in a separate room. All the 24 scholars learning in standards were present at my examination held in November last and as a body did fairly well. The grants earned by the school were as follows :—

"(1) Attendance.—The number of full attendances registered, exclusive of those made in the infant department, was 4,199, which for 230 full school-meetings gives $\frac{4199}{232}$ or 18 as the average daily attendance. The grant for this is Rs. $12 \times 18 =$ Rs. 216. The attendance grant for the infant department, 17 on the roll at the end of the school-year, is Rs. $18 \times 17 =$ Rs. 306.

"(2) Instruction.—In elementary subjects, out of a possible 72 passes 49, or 68 per cent., were made, of which number, however, only 41 counted for grant. The instruction grant for elementary subjects is therefore Rs. $5 \times 41 =$ Rs. 205. In class-subjects the 8 boys brought up English only; 13 of the 16 girls brought up English and needle-work, and the remaining 3 girls brought up English, needle-work, and geography. The possible number of passes in class-subjects therefore was 43. Of this possible number 39, or 91 per cent. (the needlework of the girls very largely contributing to the success), were obtained. The passes counting for grant, however, were only 26. The instruction grant for class-subjects comes, therefore, to Rs. $3 \times 26 = 78$. Thus the full earnings for instruction are Rs. 283.

"(3) For discipline, &c., I gave the full grant of Rs. 3 per head of the 18 average daily attendance of the school, not counting the infant department, as the children learning in standards are kept in excellent order by the two mistresses engaged, are well supplied with books, copies, slates, wall-maps, &c., and are taught on a sound system. The total grant for discipline, &c., is therefore Rs. $3 \times 18 =$ Rs. 54.

"By the addition of these several grants we come to the sum Rs. 859* as the aggregate grant earned by the school. The school is now in receipt of Rs. 50 a month grant-in-aid, or of Rs. 600 annually. It may be inferred, therefore, that if the average attendance in that part of the school which is taught in standards keeps at something near its present figure and the tuition does not fall off in quality, and if an infant department of 17 children can be maintained (for this department at Rs. 18 per head has materially assisted in the above earnings), the

Rs.	
216	Rs. 522 attendance.
306	
205	Rs. 283 instruction.
78	
54	discipline.
859	

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result-system of the new Code will operate to the pecuniary benefit of the school. The manager and the teachers of the school, however, are not very sanguine about this prospect of benefit.

"With the tabulated results of my examination sent for insertion in the school-book I put up the following brief remarks:—'I consider the results of the examination, on the whole, satisfactory. The weak point is the arithmetic in standards II. and I. Next year I hope to find this subject stronger. Had the grant-in-aid to be determined for this next year by the results of this examination the school would have earned, as shown in the tables, a monthly grant of Rs. $\frac{852}{12}$ or of Rs. 71-8-0.'

"Of the seventh school, that opened at Fatehgarh at the close of March last, I can give no account, as its manager, the Revd. Mr. Scobell, has furnished me with no statistics about it as yet, except that when I passed through Fatehgarh in the middle of February he told me how he had engaged a qualified mistress for the school, who had not yet arrived, and he had promises of 12 pupils and hoped for more."

ROHILKHAND DIVISION.

378. "The European school, Moradabad, brought on the list of aided schools about the close of the preceding year and not entered in the report and returns for that period, has a roll of 15 at the end of the year, and is under the tuition of a lady superintendent and under the management of a committee. I visited this school on the 28th February last. There were 15 children enrolled and all present; these numbers are, however, fluctuating, as the European officers who leave the station for good take their children with them. A temporary decrease in the number of pupils under instruction has just taken place, owing to the transfer of some European military officers from the station for a short time, I hear. The students are little children of tender ages, and it is not therefore an easy task to teach them with proper efficiency; still the results achieved are very good indeed, as the students of the two upper classes read and explain their lessons in English very fairly, write a neat hand to English dictation, can point out principal places on the maps of Asia and Europe, know simple important facts of the British period of the Indian history, and are in the four compound rules of arithmetic, in which however they want considerable exercise. The pupils of the lower classes also have acquitted themselves well in their lessons, and the school has done much good

"The Bareilly school, having been only recently aided, has not as yet been inspected."

ALLAHABAD DIVISION.

Aided Schools for European and Eurasian Children.

379. "With the view of testing these schools by the requirements of the new Code, each pupil of each class was examined individually and in subjects in detail, and much of the time of the Inspector, intended for other aided schools, had to be given to those for European and Eurasian children. Generally, the classes were only partly prepared in the several standards of instruction laid down in schedule I. of the Code. The school-year begins after the Christmas vacation, and the routine of studies is taken up late in January or early in February, when old pupils have left and new ones have been admitted, and the new classification for the year has been made. The Inspector's visits in March or April were therefore ill-timed, and head-masters or mistresses have reasonbly complained, and, in some few cases, have requested that the annual inspection be deferred. That schools of this class may be examined at length, as required by the Code, and at the end of the year, as preferred by the schools themselves, it is necessary that in the Allahabad Division, where the schools are large and numerous, the Inspector receive some assistance, as otherwise the vernacular primary and middle class education of the Division cannot continue to obtain that full and universal attention which its importance calls for, and which, hitherto, it has always received.

380. *The Cawnpore Girls' High School* "was the first examined under the new Code. There is no class for children *not* presented for examination by the standards for whom an uniform attendance grant should be made. The attendance-grant (under article 20) would amount to Rs. 670. That for extra subjects (under article 21 *a*, *c*) Rs. 270. The grant claimable by the school, as a boarding school (under article 35) would be Rs. 220. Under article 22 the scholars were presented for examination under standard I., II., III., V., VI., or VII., standard IV. being vacant. In class standard I. are 7 intelligent children, 2 only being boys. The whole of the class would easily master the three elementary subjects; the 5 girls pass in the three class-subjects and the 2 boys in two class-subjects. Thus the class would earn an instruction-grant of Rs. 105 for elementary subjects and Rs. 57 for class-subjects, or Rs. 162 for both. Class standard II. numbers also 7 scholars—all girls. The whole of the class pass in the three elementary subjects, and a majority of the class in four class-subjects. This gives an instruction-grant for this class of Rs. 105 + Rs. 84 = Rs. 189. Class standard III. is a larger one, being composed of 10 more advanced girls. This class is quite up to the elementary as well as four class-subjects of the 3rd standard. The instruction-grant claimable for this class would be Rs. 150 + Rs. 120 = Rs. 270. The 4th standard class is vacant. The 5th standard class is considerably advanced. In addition to the elementary subjects, this class has taken up also all the class-

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subjects with the exception of elementary science. Of special subjects, two are taken up by the whole class, and five scholars read a third special subject (Latin). The amount earned for instruction in this standard would be Rs. 180+180+Rs. 145= Rs. 505, the largest sum claimble by any one class. The 6th standard class is smaller in numbers, containing 8 girls only. Two special subjects only are taken—drawing and an Indian vernacular. In the latter, however, six scholars only are presented. The elementary and class subjects are the same as in the standard preceding. The instruction-grant claimable for this class would be Rs. 120+Rs. 120+Rs. 70=Rs. 310. The senior class standard VII. is composed of 11 advanced pupils. There are three special subjects read in this class—Latin, Indian vernacular and drawing. In Latin 8 only go up, and in the Indian vernacular 9 scholars. The whole of the class-subjects are prepared in this class, and the instruction is nearly equal to that for the 5th standard class, *viz.*, elementary Rs. 165, class Rs. 198, special Rs. 140=Rs. 503. Thus the total grant, under all articles of the Code, earned by this school would be about Rs. 3,100 annually, or under Rs. 260 monthly.

The Cawnpore Boys' High Memorial School "has an average attendance for the year of 62, of which number 44 are boarders. The attendance-grant (under article 20) would amount to Rs. 597, and that for the boarders (article 35) Rs. 132. There is no attendance-grant claimed for children not examined by standards. For additional subjects (article 21 (*b*, *c*) a sum of Rs. 217 might be claimed. The classes were examined in standards I. to VII. (inclusive), omitting standard IV., which was vacant. The 1st standard class is small, numbering 5 boys only. These take up two class-subjects in addition to the elementary, and the amount of the instruction-grant for this class would be Rs. 105. The 2nd standard class is larger, containing 9 scholars, taking up three class subjects, for which the sum of Rs. 81 would be earned, in addition to Rs. 135 for elementary subjects, making in all, for this class, Rs. 216. Class standard III. is still larger—twelve scholars. The class-subjects are three also, as in the class next below. The instruction-grant for this class is Rs. 180 elementary and Rs. 108 class-subjects,-equal Rs. 288. Class standard V. numbers only 9 scholars. These, however, take all the class-subjects of instruction, save one—elementary science. Two special subjects also are taken by *all* the boys of the class. This gives an instruction-grant for this class of Rs. 135 for elementary subjects, Rs. 108 for class and Rs. 90 for special subjects=Rs. 333. Class standard VI. is smaller, 7 pupils. The subjects of instruction are the same as those in the class next below, and the grant for elementary subjects would be Rs. 105, class-subjects Rs. 84, and special subjects Rs. 70= Rs. 259. The senior class standard VII. is a degree more advanced than standard VI., but the numbers and subjects of instruction are the same, and the amount earned by it also the same as by class standard VI., Rs. 259. Thus the total grant, under all articles of the Code, earned by this school would amount to Rs. 2,406, or about Rs. 200 monthly.

The Cawnpore East Indian Railway School "continues to be efficiently conducted and taught. The number of full school-meetings for the year had been 226, and the average daily attendance 30 scholars. Of these 10 children were not presentable for examination under the standards, and the attendance-grant for such (under article 20) would be Rs. 180, and for the 20 others examined by standards Rs. 240=Rs. 420. Singing by ear is taught satisfactorily throughout the school, and discipline, organization, and instruction are all equally good. The grant for these qualifications (under article 21 *a*, *c*) would be Rs. 15+90=Rs. 105. For the instruction-grant, class standard I. numbers 5 scholars, *viz.*, 3 boys and 2 girls, and could claim for elementary subjects Rs. 75, and for class-subjects Rs. 36=Rs. 111. In class standard II. there are only three scholars, of whom two would pass in the three elementary subjects and one in *one* subject In the class-subjects two pupils pass in two and one in one. Thus the grant would amount, for this standard, to Rs. 40+15=Rs. 55. In this class, however, more attention would have to be given to grammar (nouns and verbs) and to arithmetic (annas tables). Class standard III. is larger, numbering 3 boys and 3 girls. The whole of the class pass in two elementary subjects and *two* pupils in a third elementary subject. In class-subjects, 5 pupils might pass in *three*, and the 3 girls in the fourth (needle-work). Thus the instruction grant for this class would be Rs. 70+Rs. 54=Rs. 124. There is, however, considerable work to be done in this class in arithmetic of money, the parts of speech, and the geography of India. In class standard IV., with 4 girls and 2 boys, the arithmetic has to be worked up (weights and measures), and the boys in g. c. m. and l. c. m., and easy fractions. But with these attended to, the whole of the class would pass in the three elementary subjects and two class-subjects, while the 4 girls would take the third class-subject—needle work. The instruction-grant would be Rs. 90+Rs. 48= Rs. 138. The total grant, under all articles of the Code, claimable for this school would be about Rs. 953, or, in round numbers, Rs. 80 monthly, being about double the sum at present received.

The Cawnpore Ordnance Factory School "had had over 200 full school-meetings during the year. The average daily attendance was 22, including an infant school class of 7 children not presentable for examination by the standards. Thus the attendance-grant (under article 20) is Rs. 180+ Rs. 126= Rs. 306. The grant for

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additional subjects (under article 21 *a, b, c,*) would be Rs. 88. Class standard I. is composed of 3 girls and 2 boys. The reading in this class is defective. The class would earn Rs. 75 for elementary subjects and Rs. 39 for class subjects = Rs. 114. Class standard II. is vacant. Class standard III. contains 4 boys and 4 girls. The instruction-grant for this class would be, for elementary subjects Rs. 120, and for class-subjects Rs. 84 = Rs. 204. The instruction-grant for the senior class (standard IV.) of 6 scholars would be Rs. 90 for elementary subjects and Rs. 45 for class-subjects = Rs. 135. The total grant under all articles of the Code, for this school, would be about Rs. 847, or Rs. 70 monthly, which is in excess of the sum now being received. The time-table, however, must be more adapted to comprise *all* the subjects of instruction laid down in the first four standards, and more attention to the matter of discipline among the boys is called for.

The Allahabad City Free Schools.—"The numbers of full school-meetings exceeds the requirements of the Code. The average daily attendance for the past year has been 90. The Code in requiring 120 full attendances during the year for each scholar presented for examination by the standards presses hardly in the case of this particular school. The children attending are of the poorest of their class and often mere waifs and strays. In many cases the children have to be provided with decent clothing before they are at all fit to come to school, and from sheer want many of them are at times unable to leave their homes. To ensure or compel 120 attendances is in many cases impossible, and an exceptionally large proportion had, in this school, to be excluded from examination by reason of the non-fulfilment of the condition of attendance referred to. A second requirment of the Code, which this school cannot comply with is that the children not presented for examination (by reason of being under age) must be taught in a separate school-room (article 20). The nature of the building (being a Chapel) in which these clases assemble does not admit of the provision of a separate room. The other conditions for the infant classes are met. With a relaxation of this rule the grant claimable for the infants' department would be Rs. 540. The attendance grant for the juvenile classes (article 20) would amount to Rs. 585. The classes for instruction are as per standards I. to IV (inclusive), and the grant (under article 22) for both elementary and class subjects would be, for each class standard, Rs. 230, 332, 370, and 269 respectively. Thus the total grant earned by this school by the end of the year would amount to Rs. 2,641, or Rs. 220 monthly (subject to reduction, if any, under article 38 of the Code). To ensure this result, however, there are several points in the matters of instruction requiring attention, and to which the notice of the school management has been called.

The Allahabad Cannington Girls' School "had made no arrangements for the fulfilment of the requirments of the Code, and it has already been recommended that the grant-in-aid, which is, in the opinion of the Inspector, undeserved, be withdrawn. The school can scarcely be considered necessaary, or to meet real education wants, there being other neighbouring schools of a superior order and of greater efficiency which the children could without apparent inconvenience attend.

All Saints (East Indian Railway District) School.—"The number of full school-meetings has been 210. The average daily attendance, excluding infants, nearly 30. The number of children in attendance, not examined by the standards, over 20. More attendance is required to be given in this school to elementary subjects. There has been a tendency to hurry over these, with the view of beginning sooner the class subjects of instruction. This should be corrected, or the class-subjects will not be taken into account in calculating the grant earned or claimable. More attention also, it has been pointed out, should be given to discipline, or no grant for additional subject (under article 21 *c.*) would be recommended. With improvements such as those spoken of, the school grant earned by the end of the school year might be, for attendance (under article 20) Rs. 723, for additional subjects (article 21 *a, c*) Rs. 105. For instruction, the classes are by standards I. to IV. (inclusive), and with ordinary industry throughout the remainder of the school-year, the sums to be earned by each class might be about Rs. 105, 138, 129, and 138 respectively. This would give the school a monthly grant of upwards of Rs. 100.

"*Allahabad St. Mary's Convent Day School (Cannington).*—"The number of full school-meetings during the year has been 194 only. The deficiency has been in consequence of the school having been closed on the recommendation of the Officiating Civil Surgeon for a month, in addition to the regular school holidays. The daily average attendance has been 65, inclusive of a class of 20 children not presentable for examination by the standards. These latter are not yet taught in a separate room, as required by the Code, though separate teachers are provided, and arrangements will now be made to constitute this section of the school an infant school, meeting the requirements of the Code fully. The grant, then, claimable on this section of the school will be Rs. 360. The attendance-grant for the senior classes examined by the standards would be Rs. 480. Singing from note is taught throughout the school, and the grant claimable (under article 21 *a, c*) for additional subjects would be Rs. 260. The instruction classes are as by standards I. to VI., exclusive of IV., which is vacant. In class standard I., composed of 7 scholars, of the elementary subjects, 5 pass in reading, 4 in writing, and 4 in arithmetic. In class-subjects, 5 pass in English

and 3 in needle-work. The instruction grant for this class would thus be Rs. 65+Rs. 24 = Rs. 89. Class standard II. is a larger class, numbering 20 scholars. But of these 13 only had put in the required 120 attendances. Of these 13 the whole pass in both reading and writing and 10 in arithmetic. In the-class subjects, 12 scholars pass in two subjects and 8 in a third (needle-work). The instruction grant for this class, for elementary and class subjects respectively, is Rs. 180 and 96 = Rs. 276 In class standard III. are 11 girls and one boy, of whom but 5 scholars qualify by full attendance. The instruction grant, therefore, is correspondingly small, amounting to Rs. 75 only for elementary and Rs. 42 for class subjects = Rs. 117. Class standard V. is an advanced class and numbers 10 scholars, of whom 8 have made the full 120 attendances. These 8 pass in all the elementary subjects, and likewise in five class-subjects, including geometry, which is taught intelligently, with the use of the black board. In this class one pupil has taken up French as a special subject and one passes in drawing. The instruction grant for this class for elementary class and special subjects respectively would be Rs. 120, 120, and 10 = Rs. 250. The senior class standard VI. shows a roll of 6 scholars, of whom 4 only have qualified by full attendance. These earn, in the elementary and class subjects, Rs. 60 + 60 = Rs. 120. In the special subjects, 4 scholars would pass in Latin and 3 in drawing, earning Rs. 35. In this senior class, however, one subject is defective and would have to be well worked up by the end of the year. This is the grammatical analysis of sentences. Geometry, as in the standard next below, is taught successfully. Thus the total grant for this school, when under the Code, would probably amount in all to about Rs. 1,987, or a monthly grant of over Rs. 160.

St. Mary's Convent Boarding School, Papmahow, Allahabad.—"The number of full school-meetings during the year has been over the 200. The average daily attendance is 27. There is no class of children too young for examination by standards. The attendance-grant (article 20) is Rs. 318. Singing is taught satisfactorily by note, and discipline and organisation are good, and the grant under article 21 would be Rs. 108. The whole of the pupils are boarders, and under article 35 the school is entitled to a grant of Rs. 81. There is only one pupil reading standard I., and the instruction-grant earned by this scholar is Rs. 15 for the elementary and 6 for the class subjects = Rs. 21. The class for standard II. contains 3 scholars who have qualified, and the instruction-grant earned would be Rs. 45+27 = Rs. 72, though in this class, of the class-subjects, geography (including the points of the compass in the school-room and on the maps requires to be worked up. In class standard III. (6 scholars) the English recitations are exceedingly well given. The writing to dictation is imperfect, and the tables of money have been neglected. The instruction-grant in this class for elementary and class subjects (three) would be Rs. 90 + 54 = Rs. 144. The 4th standard class is the same strength in that next below, and the instruction-grant the same amount, *viz*, Rs. 144. The recitations in this class also are particularly well given. The weak subject in this class is arithmetic. The 5th standard class is a small one (4 scholars only), but the instruction has been given with much care. The exercises in analysis, paraphrasing, and map-drawing are excellent. The arithmetic, too, is an improvement on that in the 4th standard class, and the English parsing is very good indeed. Four class-subjects are worked up in this class, and three scholars take drawing as a special. The instruction-grant in this class would be Rs. 60, 48, and 15 = Rs. 123. The senior class is that for standard VI. of 11 scholars, of whom 8 only are eligible by the standard. In this top class the English composition is as satisfactory as the arithmetic is weak. There are two special studies taken in this class—French and drawing, and the grant claimable, probably, for these would amount to Rs. 70; six scholars taking one special and eight another. The grant for the class-subjects would be Rs. 96, and that for the elementary Rs. 120. In this school, as in the branch day school at Cannington, music, drawing, and painting are studied far beyond the requirements of the Code. Thus the total grant, under all articles of the Code, would be close upon Rs. 1,300, or upwards of Rs. 100 monthly. This added to the sum earned by the day school would give about Rs. 270 monthly for the Allahabad St. Mary's Convent Schools.

"Two schools in Allahabad, *viz.*, the Boys' High School and Protestant Girls' High School, have yet to be inspected, the principals having expressed a wish to have the examination deferred till later. Judging from the cases of other similar schools, it is likely that the grant to be claimed under the new Code will, in these cases also, be slightly under the amount of grant-in-aid now enjoyed."

BENARES DIVISION.

381. *Gházipur School.*—"This school has on its rolls 20 scholars, *viz.*, 9 in the upper division and 11 in the lower; besides these there are 12 more in the infant class. I examined these by the standards fixed by the new Code to the 4th standard. The school is very efficiently conducted, the discipline is very good, and the tuition all that may be desired. The grant-in-aid which the school would earn in accordance with the general rules of the new Code is Rs. 672; but Gházipur is a comparatively small place, and great credit is due to the school that it can earn so much.

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Moghal-Sarai Railway School.—"This school presented scholars for examination to the 4th standard. There were on the rolls 19 scholars on the 31st March last. This school earns Rs. 413 as grant-in-aid in accordance with the general rules fixed by the new Code. The school is flourishing and gave me much satisfaction when I inspected it. The number of scholars since last year has increased from 14 to 19. The needle-work of some of the girls was very nice.

Benares School.—"This school has only been opened since the 10th of January, and had then 13 scholars on the rolls, which number has now risen to 32. This school, which had no grant-in-aid given to it when it was opened, has earned at the present time Rs. 681. The school has now been awarded Rs. 55 per month. The teaching that the children receive is good and some discipline is maintained. I examined the scholars as far as possible in accordance with the standard fixed by the new Code."

JHÁNSI DIVISION.

382. There are no schools for European or Eurasian children in the Jhánsi Division, and hitherto none have been wanted. It will probably be necessary in course of time to establish a railway school at Jhánsi and another perhaps at Kalpi.

KUMAUN DIVISION.

383. Naini Tal is becoming a large centre of European and Eurasian education, and increased accessibility will soon add largely to the number of children who are now receiving their education in or near that station. The schools that receive State aid and admit inspection are the Diocesan schools and the American Mission high schools for boys and girls. The convent school and two other private schools receive no aid from the State and furnish no returns to this office.

384. As regards the Diocesan schools, the following extract from the report of the committee for the year 1883 shows that they are both in a satisfactory condition :—

"The committee of management are happy to report that the past year has been throughout one of prosperity for both schools, and that the efforts made by the head-master, Mr. Elliott, and the head-mistress, Miss Bradbury, to carry on the work of the schools in a satisfactory manner, are deserving of the highest praise.

"The quarterly examinations of the pupils during the year showed that steady progress was being made, and that teachers and scholars were, on the whole, all working with credit to themselves.

"Early in October both schools were examined by the Director of Public Instruction, who reported as follows :—

"'*Diocesan (Boys') School.*—I visited the boys' school on the 2nd of the present month (October) and found the organization, discipline, sanitation and domestic arrangements satisfactory. The dormitories are clean and well ventilated, and every attention is paid to secure the health and comfort of the boarders.

"'All reasonable care appears to be taken in the ordinary management of the school to bring up the pupils in habits of punctuality, good manners and language, of cleanliness and neatness, and of ready and cheerful obedience to duty; and I have no doubt, when the new Code comes into operation, that the committee will be able to claim, for nearly every pupil in the school, the extra grant allowable for discipline, organization, apparatus, and method of instruction.

"'The healthy appearance of the boys is sufficient to prove that they are well cared for, as far as their physical wants are concerned. Their diet is liberal. They are not over-crowded or over-worked in school. They have plenty of open-air exercise and various games for their amusement.'

"After speaking of the progress and condition of each class in the upper school or senior department, and after mentioning in strong terms of praise the 'excellent progress of the junior department, which is very creditable to Mr. Duggan, who has worked well and successfully to bring his pupils on.' the Director of Public Instruction concludes his report with the following remarks :—

"'On the whole, I am able to report favourably of the state of the school. It has been carefully managed and in general well taught. It has well deserved the assistance which it receives from the State; and I hope that, when the new Code comes into operation, it will make good its claim to a still larger grant.'

"*Diocesan (Girls') School.*—In this report the Director of Public Instruction mentions that he has examined all the classes, partly on paper and partly *vivâ voce.*

"With regard to the 1st class, 'consisting of one pupil teacher and 7 pupils, all preparing for the entrance examination of the Calcutta University that will be held in December, 1884,' he says that 'some five or six of the class may be ready to go up for the examination with a reasonable prospect of success.' He speaks favourably of their knowledge of history, geography, and English; and with regard to certain recitations, he remarks—'the girls recited several scenes from *King John* with great accuracy and considerable spirit. Their pronunciation is excellent and they thoroughly

understand the passages which they have so carefully committed to memory.' He also speaks favourably of their knowledge of Latin and French, and concludes as follows:—

"'All the domestic arrangements appear to me to be excellent, and no fault can be found with the organization and discipline of the school. I have omitted to mention that due attention is paid to needle-work, of which I saw some excellent specimens, and that the art of cookery is not neglected. On the first day on which I visited the school some of the elder pupils were preparing a very good plain dinner, and I was regaled and refreshed with a piece of highly-commendable pudding composed by the same young artists.'"

The numbers attending each school have increased considerably since the date of the report from which I have quoted. Several applications for admission to the girls' schools have been refused for want of room, and the building will shortly be enlarged. No building grant for this purpose can be claimed, but a loan of Rs. 10,000 without interest has been granted by the Government to enable the committee to carry out their plans.

I examined the boys' high school, under the management of the American Mission, in October last. The following are rough notes of my inspection and examination:—"Accommodation tolerably good. Dormitory rather crowded, but space probably sufficient for health.

"New principal good teacher and disciplinarian. Boys look clean and healthy.

"Entrance class, 11 boys. Pretty good in English. Four fair and four tolerable in Latin. Carefully taught, but have not learnt long enough. One boy who takes up Urdu will probably fail.

"Second class, fairly well advanced.

"Third class not very intelligent. Did poorly in English. Good in recitation.

"Junior classes coming on fairly well. Read and write well."

The girls' school was not aided or inspected last year.

The Mission has purchased an estate in the station and intend to build a large school-house on the premises.

OUDH DIVISION.

Middle English Schools for Girls.

385. "There are two girls' schools in Oudh, both in Lucknow, which teach English up to or beyond the middle grade These are the Loretto convent, which has received no grant-in-aid hitherto, and the Martinière girls' school, which is aided by Government and is under the general management of the Governors of La Martinière boys' school. The school first named has commenced to receive a grant-in-aid since 1st April, 1884. But as no annual returns were communicated to this office for the year ending with 31st March, I have nothing more to say respecting it in the present report.

386. "*La Martinière Girls' School.*—This school consists entirely of girls of European or East Indian parentage, and hence it comes entirely within the scope of the new Code. Accordingly, at my annual examination, held as usual near the close of the session of 1883, the several classes were examined in the standards prescribed in the said Code. They had not been specially prepared for this purpose; but as the curriculum that had been in force for the last four years was almost identical with that laid down in the Code, there was no difficulty in putting them through the test. The Code divides all subjects of instruction below those of the high standard into (*a*) elementary subjects, (*b*) class subjects, and (*c*) special subjects, the first two being compulsory and the last optional. Fifty-six girls were presented for examination in the first six standards of the elementary and class subjects. In the elementary subjects 54 passed in reading, 44 in writing, and 31 in arithmetic. In the class subjects 42 passed out of 56 in English, 38 out of 56 in needle-work, 24 out of 40 in geography, and 14 out of 30 in history. No girls were prepared to be examined in special or optional subjects. In standards IV. and V. the failures in arithmetic were disproportionately and lamentably numerous, but the teachers responsible for this result vacated their posts at the close of the session of 1883. With this exception the school did very creditably in each standard and in every subject belonging to each standard. The class taught by Miss Mayés, the head-mistress, did well throughout. Nearly all the girls belonging to the school live in the house as boarders during the entire annual session from 1st February to 1st December. Seventeen of these are foundationers, maintained entirely by the Martine endowment; 15 are demi-foundationers, paying one-half of their own expenses; and the rest are boarders, who pay the full charge of Rs. 16 a month. The internal affairs of the establishment are managed by a ladies' committee. The real test of the reputation and popularity of the school lies in the number of full-paying boarders, for there is of course no difficulty in getting new foundationers or demi-foundationers. In February, 1880 there was only one full-paying boarder in the school. At the close of the session of 1883 the number was 18, the largest that the school has ever had. For the last 10 years (with a break of only

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about two years in the middle) the secretaryship of the ladies' committee was held by Mrs. Nesfield, who found it necessary, however, at the close of the year 1883 to resign charge of the school, with which she had been so long connected. Since the commencement of the session of 1884 the total attendance has fallen from 65 to 60; but this is not expected to continue, as a lady superintendent has now been appointed, who resides on the spot and discharges many of the functions that used to devolve upon the secretary of the ladies' committee.

"Besides these important schools there are one or two small day schools of minor importance which send no returns to this office. Some 20 girls of this class are also educated at the Lal Bagh School, on which I have already reported.

"The only city in Oudh (with the possible exception of Fyzabad) at which the resident East Indian community is large enough to furnish pupils for a school entirely confined to students of their own class is Lucknow."

(b.)—Education of Muhammadans.

387. Under this sub-section I have very little to say. Our special oriental departments for the education of Muhammadans which were attached to high schools were not successful and, one after another, they were given up. There is an oriental department, of older foundation and supported by endowments, attached to the Mirzapur zila school, containing Arabic and Persian classes which are attended by Muhammadans only, and the oriental zila school at Gorakhpur, whose head-master is an Arabic scholar of repute, has also special classes for Arabic and Persian. These classes are mentioned in the reports on the zila schools to which they belong. The Muhammadan Anglo-Oriental College at Aligarh has a special department for Musalmans, who are taught theology in addition to Arabic and Persian literature and the usual secular subjects. This department numbers at present only 10 students, and can hardly be said to be popular. It appears also to be losing to some extent its special character, eight students having appeared at the last departmental examination, four of whom passed. The *Chashma-i-Rahmat* school at Gházipur is an indigenous aided school of the secondary grade. The students of its upper classes acquit themselves creditably in the Arabic and Persian examinations held by the department, but they have not yet achieved success in the general middle class examination. The Canning College has Arabic and Persian classes with a combined roll of 57 pupils. The students of this department have no English course. Their studies are confined to the vernacular and the oriental classics, and candidates are prepared with great success for the examinations of the Panjab University.

(c.)—Native chiefs (minors) and other special classes.

There are no minor native chiefs in these provinces, nor is any special instruction now provided for boys of this class. Some young chiefs from other provinces (the Maharaja of Kuch Bihar for instance) have at various times been sent to the Wards' Institution at Benares, which was under the superintendence of the principal of the college and the Commissioner of the Division. This institution was finally closed at the end of the year 1883, when only five wards were in residence, three from these provinces and two from Bengal. These boys attended the college school as usual and made some progress in their studies. Minors under the Court of Wards are now sent to schools for general education and live like ordinary students in the boarding-houses attached to these schools. In the Muhammadan Anglo-Oriental College there are at present twelve wards, six of whom are Musalmans. Four of the twelve have been admitted very recently, and have not yet had time to profit by the discipline of the college and the regulations of the boarding-house. The secretary of the college committee says:—"Great difficulty is experienced generally in the education of the ward students, because they belong to wealthy families and pay but little attention to their studies, and find the observance of strict discipline and conformity to the regulations of the boarding-house unbearable. Consequently, it takes a much longer time to make men of them, and the managers have to suffer extra trouble for their sake." There are, however, some honourable exceptions: Raja Rampal Singh, of Rampur Siroli (Oudh), who has been nearly six years in the college and has passed the university entrance examination, is very highly commended for conduct and attainments; and Thakur Chanderpal Singh, of Kariharsitana (Oudh), who has studied for two years, has made satisfactory progress in every respect. The difficulty regarding the enforcement of discipline, of which the secretary to the college committee complains, does not appear to have been met with in the zila schools to which wards have been sent. In these schools the number of such pupils is too small to form a special class; they are absorbed at once in the general body of the school, and neither their treatment nor their behaviour differs from that of ordinary boarders. No special instruction is now provided for any other special classes. There was formerly a special school at Benares for the sons of the Delhi Shahzádas who live in that city. But the arrangement did not work satisfactorily, and the boys are now sent in carriages to the Benares College School, where they study in suitable classes. Nothing can be better for boys of all classes, up to a certain point, than our zila schools for general education, and no special schools for special classes are required in the earlier stages of instruction.

SECTION VIII.—PRIVATE SCHOOLS.

PRIVATE SCHOOLS.

388. I have nothing to report this year with regard to private schools, which, as being neither aided nor inspected, have hitherto sent no returns to my office. Inquiries are being instituted for ascertaining the probable number of useful indigenous schools, whether primary or advanced, in each district of the provinces, and the manner in which they can best be recognized, encouraged, and improved. These objects have never been entirely lost sight of, but no satisfactory results have followed our attempts to improve primary indigenous education. Some few primary schools of this class were recently aided, and the immediate result was that the zamindars withdrew their contributions correspondingly. The aid was no assistance to the schools, only a relief to the people who supported them. A full report will be submitted on this subject as soon as careful local inquiries have been made, and the district boards, maulavis, pandits, and others interested in the matter have been consulted.

SECTION IX.—THE PREPARATION AND DISTRIBUTION OF TEXT-BOOKS AND OTHER EDUCATIONAL LITERATURE.

PREPARATION AND DISTRIBUTION OF TEXT-BOOKS AND OTHER EDUCATIONAL LITERATURE.

389. In my last report I mentioned the purchase by the Government of the right of translating into Hindustani Mr. W. W. Hunter's *Brief History of the Indian People*, and said that considerable progress had been made in the translation. In the course of the past year the Urdu version, by Mr. Williams, the head-master of the Sháhjáhanpur zila school, has been finished to my satisfaction, and the Hindi counterpart is now approaching completion. The new work, displacing the *Aína-i-Táríkh-numá* and the *Itihás-Timir-násak*, which have long occupied the field, will be introduced almost immediately into the secondary school course, and will be one of the subjects of the middle class examinations of 1885. The book will be found more difficult than the history which has hitherto been used, but to intelligent boys it will prove interesting and instructive. I consider the history to be a good one and suitable for school boys, some obvious errors having been corrected in the translation; but on these points there will, no doubt, be difference of opinion. The production of anything worthy the name of a history of India that shall be acceptable to all readers, to Musalmáns of the old school, to orthodox Hindus, to progressive Hindus, to conservatives and radicals, Indian and English, is absolutely impossible. The *Brief History*, I may observe, has been prescribed in its original English as the text-book for the entrance examination of the university of Calcutta. Maulavi Muhammad Muhi-ud-din, first Persian teacher in the Allahabad zila school, has compiled a new entrance course in Persian, entitled *Guldasta-i-Dánish*, which has been accepted by the university and prescribed for the examination of 1885.

I mentioned also in my last report the preparation of a new set of Hindustani Readers in the Nágari character. Of this series the first and second books have been completed and published and seem to have been favourably received. A fourth edition, of 10,000 copies, of the First Book or Hindi Primer, was published in March last. These Readers are not open to the objections urged against the old Readers, although some Hindi purists will probably say that their language is not Hindi. The moral instruction that was said to be wanting has been introduced, and endeavours have been made to choose subjects interesting and suitable to Indian children. The Readers have been prepared by Pandit Ramasankar Misra, M.A., formerly of the Education Department, and now an Honorary Deputy Collector at Benares, and in addition to my examination of the books in manuscript I scrutinized, revised, and corrected, where necessary, each sheet of each first edition as it passed through the press.

390. The following is the list of the vernacular school books of which new editions have been published for the Department at the Government Press :—

Hindi.

Vidyankur—An adaptation of Chambers's *Rudiments of Knowledge.*
Kshetra-Chandriká—An elementary treatise on mensuration.
Gutka, Part I.—A selection from the best authors in prose and verse.
Itihás-Timír-násak—A History of India.
Lílávatí—A work on arithmetic.
Gol Prakás—The elements of astronomy.
Dihát-ki-Safáí—Dr. Cuningham's Sanitary Primer.

Urdu.

Misbáhul Masáhat—A treatise on mensuration.
Tahrír i-Uklaidas—Euclid, Books I. and II.
Muntakhabát-i-Urdu—Urdu selections, prose and verse.
Chhetr Chandriká—A treatise on mensuration.

The Chandra Prabhá press at Benares has published new editions of Pandit Lakshmisankar Misra's Arithmetic, Parts I., II., and III. in Hindi and Part III. in Urdu ; the *Primer of Physical Geography* in Hindi and Urdu, and the *Primer of Physical Science* in Urdu, all by the same author.

391. The chief educational journal of the North-Western Provinces, the *Kát-patriká*, in Hindi and Urdu, of which the Department takes 344 copies besides those

PREPARATION AND DISTRIBUTION OF TEXT BOOKS AND OTHER EDUCATIONAL LITERATURE.

subscribed for by district boards, has been distributed as usual to secondary vernacular schools; and the *Mahzib-ul-Asár* (a Sitapur journal) and the *Almora Akhbar*, of which copies are also taken by the department, have been distributed locally. These journals introduce variety and a lighter element into a fixed school course that is somewhat too heavy and monotonous, and they are both interesting and profitable to intelligent scholars in the more advanced classes. Copies of the Benares *Sanskrit Series* and of the *Pandit* are distributed among the chief schools in which Sanskrit is studied, and students of all our larger schools may read the *Aligarh Gazette*, the *Oudh Akhbár*, and the *Núr-ul-Absár*, journals which contain general news and information as well as articles on subjects connected with education. The expenditure on educational journals and native newspapers (not including the cost of the *Oudh Educational Gazette*, which is a departmental journal) amounts to about Rs 5,000 a year.

392. The sale of vernacular books in the North-Western Provinces has increased considerably in the past year. About 157,867 books against 120,000 last year have been sold by Deputy Inspectors and subordinate agencies. Free trade in books is encouraged as much as possible, and of extra-departmental sales no record can be kept. Educational books in the vernaculars are largely bought from private dealers at Benares, Allahabad, Lucknow, Cawnpore, Agra, and in fact all cities and large towns, and English books are obtained direct, both by teachers and schoolboys, from Calcutta and elsewhere. The English book depôt at Allahabad may be said to have ceased to exist as far as the supply of English educational books to schools and colleges is concerned. The vernacular depôt supplies Deputy Inspectors, district and municipal boards, teachers, schoolboys, and private booksellers with a very large quantity of useful books, but it has also a great store of utterly useless books on its shelves which no one will buy or willingly accept as prizes, and which should be sold as waste paper as soon as possible.

393. In Oudh the book depôt arrangements have remained as they were in the previous year. In the English depôt sales are now almost nominal. The Inspector says: "The vernacular depôt has been supplied as before by Munshi Newal Kishore, who prints almost all the books used in village and other primary schools. The sale in the year under report has been immense, larger than I have ever known before. The number of books, maps and slates sold amounts to 141,681, and the price paid for them comes to Rs. 11,298." In the report for the year 1882-83, page 105, paragraph 436, the number of books sold was by a clerical error stated to be the number of rupees that had been paid for them; *i. e.*, instead of "the sale of books rose from Rs. 78,000 to Rs. 1,35,679," it should have been "the number of books sold rose from 78,000 to 135,679," &c.

394. The *Educational Gazette*, in Urdu, is prepared and edited under the superintendence of the Inspector and is distributed to secondary schools. The *Oudh Akhbár*, a daily journal in Urdu, is also published in Lucknow, and copies are taken by the department for distribution to schools.

395. With regard to the vernacular school-books used in these provinces, I beg leave to quote extracts from my letter of the 2nd February last, No. 1198G., to the Secretary to Government, on the subject of the Indian Education Commissioners' Report: "I may here notice paragraph 382 of the report on text-books in the North-Western Provinces and Oudh. It is said that a large number of objections were brought by the witnesses against the vernacular books in use in these provinces, those in Hindi being especially condemned. Many of them were stigmatised as pedantic, childish, pretentious, inane, bad in point of idiom and language, some of them were said to need expurgation, some to be too difficult. Moral instruction was greatly needed; the subjects might be made more interesting and more suitable to Indian children." It would, I think, have been more correct to say that the objections mentioned were urged by *some* of the witnesses against *some* of the books and that the books thus objected to were mainly the Readers and the History of India. As regards Readers, since these objections were recorded an entirely new course in Urdu for the middle class examinations has been laid down, and new Urdu Readers have been introduced, optionally and tentatively, for pupils of the lower classes of secondary schools in the North-Western Provinces. In Oudh, the Inspectors, the teachers, and the boys seem to be satisfied with the Urdu Readers at present in use, and as long as this is the case, I would not force the adoption of a new set, which they are always at liberty to try if they are so inclined. I consider that the opinion of the departmental officers, who have to teach and examine in these books, has more weight as to the suitability of Readers than that of non-official gentlemen who have had little or no experience in this line. The new Readers, however, which are published in Lucknow, are making their way into schools in Oudh as well as in the North-Western Provinces. A new set of Hindi or rather Hindustani Readers also has been prepared under my supervision, and Parts I. and II have been published and are more or less in use. As regards the History of India, which was considered objectionable both by Musalmáns and orthodox Hindus, I have never approved the book myself but have been unable till now to introduce a better in its place. Mr. Hunter's *Brief History of the Indian People* has now been translated into Urdu for use in these provinces, and a Hindi (or Nágari-Hindustani) counterpart will be prepared as soon as possible. I may add,

PREPARATION AND DISTRIBUTION OF TEXT-BOOKS AND OTHER EDUCATIONAL LITERATURE.

although I have not the evidence of the witnesses at hand to refer to, that many if not all of the objections which they have urged are simply those that were brought forward by some members of the provincial committee appointed in 1873 to examine and review the text-books used in Government schools in the North-Western Provinces. These objections have been borne in mind as the text-books have come up for revision and republication; but when opinions as to their merits differ so materially as those of the officially appointed critics, it is not easy to see what course the reviser is to take. On referring to the reports of this provincial committee I find, among many others, the following examples of difference of opinion. The *Kissa-i-Súrajpur* is reported to be (1) 'ruined by the verses, difficult words, poetical figures, subjects too advanced for small boys;' and (2) 'very suitable for village schools.' The *Inshá-i-Urdu* is (1) 'unidiomatic, useless,' and (2) 'a very good letter-writer for beginners.' The *Bál Bodh*, a Hindi primer, is (1) 'pedantic in style, with hard Sanskrit words unintelligible to children,' and (2) 'easy and instructive, pure in style, a very good first book.' Of the two examiners appointed to revise geographies, one declares a book to be 'meagre, not fit for students,' while the other says that it is 'excellent, fit for the most advanced students.' Some books, however, were unanimously recommended for suppression, and they have accordingly been disused; others were recommended for revision, and the recommendation has not been neglected. On the whole, the Government considered that the result of the committee's examination was satisfactory; 'the great body of the school literature,' says the Government order on the subject, 'is, if not unexceptionable in its character, at least open to little serious objection.' The work of revision, correction, and improvement is continuing, but I cannot hope that even the best of our school books will satisfy all critics, each with his own theory as to what such books should be."

SECTION X.—STATISTICAL TABLES.

STATISTICAL TABLES.

396. I append a double set of general statistical tables, one in the old and one in the revised forms. The latter have been drawn up with as much completeness and accuracy as circumstances permitted, but as the orders for their adoption were not received till late in the year, I have not been able to obtain all the statistics that they require. Revised provincial forms are under preparation, but their use this year was found to be impossible.

R. T. H. GRIFFITH,

Director of Public Instruction, N.-W. P. and Oudh.

EDUCATION GENERAL FORM No. I.

Return of Colleges, Schools and Scholars, for the official year 1883-84.

Area and population of the Provinces.					Colleges, schools, and scholars.	University education.	Secondary education.		Primary education.	Special or technical education.						Percentage of schools and scholars to population.			Remarks.
Number of districts.	Number of divisions.	Total area.	Cultivated area.	Total population.		Colleges.	High schools.	Middle schools.	Primary schools.	Schools of Art.	Medical schools.	Engineering schools.	Normal schools.	Industrial schools.	Other schools.	High schools.	Middle schools.	Primary schools.	
49	11	105,767	54,626	44,107,869	Institutions ... For Males ...	13	62	520	5,638	...	1	...	11	1	...	...	...	...	
					Institutions ... For Females ...	1	5	13	334	...	...	...	3	1	...	...	...	...	
					Total ...	*14	67	533	5,972	...	1	...	14	2	...	...	...	...	
					Scholars ... Males ...	926	2,047	9,856	223,322	...	87	...	419	54	...	...	...	·5	
					Scholars ... Females ...	8	113	396	9,547	...	...	...	97	115	...	...	...	...	
					Total ...	934	2,160	10,252	232,869	...	87	...	516	169	...	...	...	·52	

* Three unaided colleges, which have not furnished returns, are not taken into account here.

R. T. H. GRIFFITH,
Director of Public Instruction, N.-W. P. and Oudh.

EDUCATION GENE

Return of Colleges, Schools, and Scholars

Class of Institutions.	Government Institutions.							Aided Institutions.						
	Number of Institutions.	Number of scholars on the rolls on 31st March, 1884.	Average number on the rolls during the year.	Average daily attendance.	Number of scholars on 31st March, 1884, learning: English.	A classical language.	A vernacular language.	Number of Institutions.	Number of scholars on the rolls on 31st March, 1884.	Average number on the rolls during the year.	Average daily attendance.	Number of scholars on 31st March, 1884, learning: English.	A classical language.	A vernacular language.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Primary Secondary University Education. Education.														
Arts Colleges.														
English	3	180	167·62	147·99	180	144	...	4	203	203·50	181·40	203	168	...
Oriental	1	390	367·14	324·64	...	390	...	2	98	109 80	89·10	10	63	35
Colleges or Departments of Colleges for professional training.														
Law ...	...	...	...	...	...	...	...	2	39	25·20	30·30	39	...	...
High and Middle Schools.														
For boys: English ...	68	3,439	3,027 33	2,597·99	3,439	2,950	649	84	3,758	3,267·39	2,702 87	3,649	2,544	1,755
For boys: Vernacular,	418	4,348	3,827·27	3,209 57	...	1,201	4,143	9	278	241 44	220 30	...	253	57
For girls: English ...	...	...	...	...	...	...	...	18	509	469·98	457·98	500	131	137
For girls: Vernacular,	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Primary Schools.														
For boys: English ...	76	7,225	6,940·87	5,885 20	5,978	2,212	5,075	85	10,364	10,017·49	8,133·69	8,630	2,177	7,868
For boys: Vernacular,	5,880	201,210	191,233·71	157,302·66	...	13,483	2,02,472	60	3,016	3,020·36	2,303·93	58	382	2,739
For girls: English ...	...	...	...	...	...	...	...	19	1,373	1,366·00	1,285 00	869	138	1,052
For girls: Vernacular,	168	3,831	3,786 41	2,993 84	...	52	3,789	126	3,813	3,748·90	3,004·72	50	65	3,785
Schools for special or technical training.														
Schools of Art	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools ...	1	87	97·00	87 00	...	...	87	...	...	...	...	...	...	...
Engineering Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Normal Schools for Masters,	10	396	383·68	360·12	...	39	558	1	23	22·00	22·00	...	17	23
Ditto for Mistresses,	2	5	6·00	6 00	...	...	5	1	92	87·00	84·30	92	...	92
Industrial Schools ...	...	...	...	...	...	...	...	2	169	166 00	150·00	...	...	54
Others	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	6,127	221,121	209,839·03	172,915·10	9,597	20,271	216,778	413	23,735	22,745·06	18,665 49	14,100	5,938	17,600

EDUCATION GENE

Return of Expenditure, on Educational Establishments, North

Class of Institutions.	Expenditure. Government Institutions.							Aided Institutions.						
	Provincial revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Provincial revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.
	2a	2b	2c	2d	2e	2f	2	3a	3b	3c	3d	3e	3f	3
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Primary Secondary University Education. Education.														
Arts Colleges.														
English	85,356	3,926	4.366	6,683	...	799	1,01,130	26,027	...	34,761	4,348	5,151	12,032	82,319
Oriental	13,933	...	226	...	...	85	14,244	2,866	...	3,256	138	508	...	6,768
Colleges or Departments of Colleges for professional training.														
Law ...	...	...	...	...	...	...	...	1,611	...	616	2,256	...	2,854	7,337
High and Middle Schools														
For boys, English ...	9,139	1,41,075	2,666	18,815	5,657	328	1,77 680	50,033	38,959	15,952	46,168	6,952	89,783	2,47,847
For boys, Vernacular,	1,200	51,316	862	3,002	793	1,349	58,522	300	1,261	354	4[illegible]	200	973	3,559
For girls, English ...	...	...	...	...	...	...	...	8,182	7,858	711	33,264	443	16,272	66,730
For girls, Vernacular,	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Primary Schools.														
For boys, English ...	1,621	40,506	1,036	20,230	10,895	1,665	75,953	19,847	34,860	3,102	36,310	6,188	43,936	1,44,248
For boys, Vernacular,	300	5,75,876	2,460	10,792	17,608	2,083	6,09,119	2,490	6,845	4,599	1,036	648	8,940	24,558
For girls, English .	...	...	...	...	...	...	...	10,846	7,626	1,392	17,681	427	20,967	58,939
For girls, Vernacular,	...	15,469	...	...	854	410	16,733	2,680	11,436	688	39	760	27,232	42,835
Schools for special or technical training.														
Medical Schools	23,696	...	288	...	...	...	23,984	...	...	...	...	...	...	...
Normal Schools for masters ...	...	44,288	202	4	...	6	44,500	...	600	1,302	...	...	...	1,902
Ditto for mistresses,	...	168	...	...	...	18	186	...	2,400	150	955	...	2,635	6,140
Industrial Schools ...	...	...	...	...	...	...	...	...	1,080	40	...	...	1,040	2,160
Others	...	...	...	...	...	...	...	...	...	...	...	...	...	...
University	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Direction	36,865	...	...	...	...	...	36,865	...	...	...	...	...	...	...
Inspection	200	2,21,705	...	...	...	...	2,21,905	...	...	...	...	...	...	...
Scholarships ... Colleges ...	5,161	...	...	...	300	...	5,461	1,977	...	*40	...	...	76	2,093
Scholarships ... Schools ...	5,918	29,420	2,665	...	3,456	302	41,761	1,016	1,415	2,439	...	570	1,558	6,998
Buildings	667	42,526	25	...	2	455	43,675	23,300	...	207	...	...	51,198	74,705
Endowments ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous	10,027	15,024	36	...	...	...	25,987	...	...	...	...	...	...	...
Total ...	1,94,983	11,81,259	14,832	59,526	39,565	7,500	14,97,705	1,51,175	1,14,340	69,609	1,42,671	21,847	2,79,498	7,79,138

* Includes Rs. 120 on account of Municipal grants.
Do. Rs. 1,648 on ditto ditto.

RAL FORM No. II.

for the official year 1883-84.

Unaided Institutions under regular Inspection.																	
Number of institutions.	Number of scholars on rolls on 31st March, 1884.	Average number on the rolls during the year.	Average daily attendance.	Number of scholars on 31st March, 1884, learning			Grand total of institutions.	Grand total of scholars on 31st March, 1884.	Grand total of scholars on 31st March, 1884, learning			Classification according to race or creed of the scholars on 31st March, 1884.					Remarks.
				English.	A classical language.	A vernacular language.			English.	A classical language.	A vernacular language.	Europeans and Eurasians.	Native christians.	Hindus.	Mahammadans.	Others.	
16	17	18	19	20	21	22	23	24	25	26	27	28a	28b	28c	28d	28e	29
2	24	23·10	21·75	24	19	...	9	407	407	331	...	18	2	333	53	1	
...	...	...	...	...	...	...	3	488	10	453	35	...	...	433	55	...	
...	...	...	...	...	...	...	2	39	39	...	...	1	1	32	5	...	
3	80	67·10	42 12	80	58	22	155	7,277	7,168	5,552	2,429	534	177	5,960	1,289	17	
...	...	...	...	...	...	...	427	4,626	...	1,454	4,200	...	...	3,586	1,035	5	
...	...	...	...	...	...	...	18	509	500	131	137	431	78	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
15	793	750·20	588 34	563	62	564	176	18,392	15,171	4,451	13,507	934	833	12,537	4,055	33	
22	704	724·00	552 00	...	119	637	5,462	204,980	58	13,784	205,848	...	264	173,663	30,867	136	
1	23	22 00	22 00	5	4	46	20	1,396	874	142	1,098	371	704	149	172	...	
20	507	517 00	395 00	...	...	507	314	8,151	50	117	8,081	112	724	4,506	2,795	14	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	1	87	...	...	87	...	12	34	41	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	11	419	...	56	521	...	23	309	87	...	
...	...	...	...	...	...	...	3	97	92	...	97	10	82	5	...	...	
...	...	...	...	...	...	...	2	169	...	...	54	...	169	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
63	2,131	2103·40	1621·21	672	262	1,776	6,603	246,987	24,369	26,471	236,154	2,411	3,069	200,847	40,454	206	

RAL FORM No. III.

Western Provinces and Oudh, for the official year 1883-84.

Unaided Institutions under regular inspection				Total Government expenditure.	Total expenditure from other sources	Grand Total of expenditure.	Percentage on total expenditure.	Average Annual cost of educating each pupil. Government Institutions		Aided Institutions.		Unaided Institutions.	Remarks.
Endowments.	Fees.	Other sources.	Total.					Total cost.	Cost to Government.	Total cost.	Cost to Government.	Total cost.	
4a	4b	4c	4	5	6	7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs	Rs. a. p	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs a p.	
...	394	2,964	3,358	1,15,309	71,498	1,86,807	8 14	643 5 8	603 4 9	435 10 11	137 6 8	215 11 2	
...	...	...	...	16,799	4,213	21,012	92	43 14 0	42 14 8	75 15 4	32 2 7	...	
...	...	...	...	1,611	5,726	7,337	·32	...	...	242 2 3	53 2 8	...	
250	335	* 1 459	2,044	2,39 206	1,88,365	4,27,571	18 63	68 6 3	53 13 1	91 11 1	32 14 9	48 8 5	
...	...	...	...	54,077	8,004	62,081	2 71	18 3 8	16 5 9	16 2 5	7 1 4	...	
...	...	...	...	16,040	50,690	66,730	2 91	...	...	145 11 3	35 0 4	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
1,316	343	† 4,494	6,153	96 834	1,29,520	2,26,354	9·86	12 14 5	7 2 6	17 11 9	6 11 7	10 7 3	
1,092	81	1,878	3,051	5,85,511	51,217	6,36,728	27 74	3 13 11	3 10 7	10 10 6	4 0 9	5 8 5	
...	13	867	880	18,472	41,347	59,819	2·61	...	...	45 13 10	14 6 0	39 15 11	
...	..	‡ 2,333	2,333	29,585	32 316	61,901	2·70	5 9 5	5 2 8	14 4 1	4 11 2	5 14 6	
...	...	...	...	23,696	288	23,984	1 04	275 6 0	272 3 0	...	...	...	
...	...	...	...	44,888	1,514	46,402	2·02	123 9 1	122 15 8	86 7 3	27 4 4	...	
...	...	...	...	2,568	3,758	6,326	·28	31 0 0	28 0 0	72 14 9	28 8 0	...	
...	...	...	...	1,080	1,080	2,160	·09	...	...	14 6 4	7 3 2	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	36,865	...	36,865	1 61	...	...	...	...	...	
...	...	...	...	2,21,905	...	2,21,905	9·67	...	...	...	...	...	
...	...	§ 120	120	7,138	§ 536	7,674	·33	...	...	...	...	...	
100	...	...	100	37,769	11,090	48,859	2 13	...	...	...	...	...	
...	...	55	55	66,493	51,942	1,18,435	5 16	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	25,951	36	25,987	1·13	...	...	...	...	...	
2,758	1,166	14,170	18,094	16,41,797	6,53,140	22,94,937	100·	8 10 7	7 15 3	41 11 9	14 3 6	11 1 5	

‡ Includes Rs. 300 on account of Municipal grants.

§ Rs. 120 from Provincial grants.

R. T. H GRIFFITH,

Director of Public Instruction, N.-W. P. and Oudh

EDUCATION GENERAL FORM No. IV.

Return showing the results of prescribed examinations during the official year 1883-84.

Nature of Examination.		Number of Institutions sending examinees.			Number of examinees.				Number passed.				Percentage of passed scholars on total number on rolls at beginning of the year.		Number passed in the supplementary examinations.		
		Government institutions.	Other institutions.	Total.	Government institutions.	Other institutions.	Private students.	Total.	Government institutions.	Other institutions.	Private students.	Total.	Government institutions.	Other institutions.	Government institutions.	Other institutions.	Total.
1		2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Arts Colleges.																	
Master of Arts		2	1	3	8	2	...	10	7	...	...	7	87·50	...	...	...	...
Bachelor of Arts		2	3	5	25	28	...	53	9	13	...	22	36·00	46·42	5	6	11
First Arts		3	7	10	35	87	3	145	31	38	1	70	56·36	43·67	11	18	29
Colleges for professional training.																	
Bachelor of Law		...	1	...	...	1	...	1	...	1	...	1	...	100·00	...	...	...
Schools.																	
Matriculation ...	Boys ...	24	36	60	235	330	3	568	124	156	1	281	52·76	47·27	...	...	...
	Girls ...	...	2	2	...	11	...	11	...	9	...	9	...	81·81	...	...	...
Standard equivalent to matriculation,	Boys ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Girls ...	...	1	1	...	11	...	11	...	3	...	3	...	27 27	...	...	...
Middle School Examination ...	Boys ...	421	91	512	1,840	689	195	2,724	1,126	265	90	1,481	61·19	38·46	...	...	...
	Girls ...	...	3	3	...	10	...	10	...	8	...	8	...	80 00	...	...	...
Upper Primary School Examination ...	Boys ...	3,483	87	3,570	16,365	1,405	...	17,770	9,056	860	...	9,916	55·33	00 61	...	...	...
	Girls ...	39	17	56	128	132	...	260	59	73	...	132	46·09	55·30	...	...	...
Lower Primary School Examination ...	Boys ...	4,863	105	4,968	26,966	2,362	...	29,328	17,234	1,249	...	18,483	63·91	52·88	...	...	...
	Girls ...	115	60	175	411	356	...	767	167	192	...	359	40·63	53 93	...	...	...

R. T. H. GRIFFITH,
Director of Public Instruction, N.-W. P. and Oudh.

SUBSIDIARY FORMS.

SUBSIDIARY FORM No. I.

Statistical Return of Colleges, for the official year 1883-84.

District.	Name or class of Institutions.	Number of Institutions.	Number of scholars on the rolls on 31st March, 1884. Reading for degree.	Reading for the First Arts licentiate or corresponding examination.	Total.	Average number on the rolls during the year.	Average daily attendance.	Classification according to race or creed of the scholars on 31st March, 1884. Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.	Number of scholars on 31st March, 1884, learning English.	Vernacular.	Latin.	Arabic.	Persian.	Sanskrit.	Expenditure. Grants from Provincial revenues.	Local rates or cesses.	Endowments.	Fees.	Other sources.	Total.	Annual cost of educating each scholar. Total cost.	Cost to Government.	Remarks.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	8a	8b	8c	8d	8e	8f	9a	9b	9c	9d	9e	9	10	11	12
	ART COLLEGES. *English.*																		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.	
Allahabad ...	Government ...	1	45	76	121	104·00	89·70	7	1	97	16	...	121	...	7	7	52	28	59,222	...	2,871	4,374	...	66,467	738 9 3	658 0 4	
Benares ...	Ditto	1	21	26	47	52·62	48·29	1	...	44	2	...	47	...	...	1	19	18	26,134	...	1,495	2,152	799	30,580	633 4 1	541 3 0	
Fyzabad ...	Ditto	1	...	12	12	11·00	10·00	...	...	11	1	...	12	...	...	...	12	...	...	3,926	...	157	...	4,083	408 3 11	392 9 7	
	Total ...	3	66	114	180	167·62	147·99	8	1	152	19	...	180	...	7	8	83	46	85,356	3,926	4,366	6,683	799	101,130	683 5 8	603 4 9	
Agra ...	Aided	1	15	37	52	41·40	38·40	2	...	47	3	...	52	...	2	1	28	13	5,000	...	13,582	1,364	*4,092	24,038	625 15 10	130 3 4	
Aligarh ...	Ditto	1	13	34	47	38·00	36·00	...	...	23	24	...	47	...	...	4	34	6	6,000	...	479	1,338	(a)12,978	20,795	285 15 0	169 0 11	
Bareilly ...	Ditto	1	...	12	12	11·90	10·40	...	...	9	3	...	12	...	...	...	11	1	150	...	317	...	...	467	44 14 5	14 6 9	
Lucknow ...	Ditto	1	38	54	92	112·20	96·60	...	...	87	4	1	92	...	...	1	48	19	14,877	...	20,383	1,646	113	37,019	383 3 6	154 0 1	
	Total ...	4	66	137	203	203·50	181·40	2	...	166	34	1	203	...	2	6	121	39	26,027	...	34,761	4,348	17,183	82,319	453 12 9	143 7 7	
Benares ...	Unaided	1	5	11	16	15·10	13·75	...	1	15	...	...	16	...	...	...	3	8	...	...	...	394	2,764	3,158	215 11 2	...	
Allahabad ...	Ditto (Girls) ...	1	...	8	8	8·00	8·00	8	...	...	...	...	8	...	8	...	...	...	...	...	...	...	200	200	25 0 0	...	
Agra ...	Ditto	1	Returns not received.																								
Dehra Dún (Mussoorie).	Ditto	2																									
	Total ...	5	5	19	24	23·10	21·75	8	1	15	...	...	24	...	8	...	3	8	...	...	...	394	2,964	3,358	154 6 3	...	
	Total, English Colleges...	12	137	270	407	394·22	351·14	18	2	333	53	1	407	...	17	14	207	93	111,383	3,926	39,127	11,425	20,946	1,86,807	532 0 0	328 6 1	
	Oriental.																										
Benares ...	Government ...	1	...	390	390	367·14	324·64	...	...	390	...	...	...	...	...	...	...	390	13,933	...	226	...	85	14,244	43 14 0	42 14 8	
Aligarh ...	Aided	1	...	10	10	8·00	9·00	...	...	...	10	...	10	...	...	10	...	...	676	...	21	114	(b)508	1,319	150 14 9	75 5 0	
Lucknow ...	Ditto	1	...	88	88	101·80	80·10	...	...	43	45	...	...	35	...	30	11	12	2,190	...	3,235	24	...	5,449	68 0 6	27 5 5	
	Total ...	2	...	98	98	109·80	89·10	...	...	43	55	...	10	35	...	40	11	12	2,866	...	3,256	138	508	6,768	75 15 4	32 2 7	
	Total, Oriental Colleges,	3	...	488	488	476·94	413·74	...	...	433	55	...	10	35	...	40	11	402	16,799	...	3,482	138	593	21,0 2	50 12 6	40 9 7	
	Grand Total, Arts Colleges.	15	137	758	895	871·16	764·88	18	2	766	108	1	417	35	17	54	218	495	128,182	3,926	42,609	11,563	21,539	207,819	271 11 2	172 15 5	
	COLLEGES OR DEPTS. OF COLLEGES FOR PROFESSIONAL TRAINING. *Law.*																										
Allahabad ...	Aided	1	3 (2)	32 (2)	35 (4)	21·90 (3·30)	28·00 (2·30)	1	1	29 (3)	4 (1)	...	35 (4)	...	...	...	...	...	1,063	...	120	1,937	2,854	5,974	213 5 9	37 15 4	
Lucknow ...	Ditto † ...	1	4	36	40	29·60	23·00	...	...	37	2	1	40	...	...	...	...	...	548	...	496	319	...	1,363	59 4 6	23 13 2	
	Total ...	2	5	34	39	25·20	30·30	1	1	32	5	...	39	...	...	...	...	...	1,611	...	616	2,256	2,854	7,337	242 2 3	53 2 8	
	Engineering.																										
	Saháranpur (Roorkee) Government.	This is a special college which cannot fit into this form.																									
	Grand Total, Professional Colleges.	2	5	34	39	25·20	30·30	1	1	32	5	...	39	...	...	...	...	...	1,611	...	616	2,256	2,854	7,337	242 2 3	53 2 8	
	Grand Total of all Colleges.	17	142	792	934	896·36	795·18	19	3	798	113	1	456	35	17	54	218	495	129,793	3,926	43,225	13,819	24,393	215,156	270 9 2	168 2 7	

* Rs. 4,000 are on account of Municipal grant.
(a) Rs. 1,151 ditto ditto
(b) Rs. 73 are on account of Municipal grant.
† In columns 4a to 8a the numbers within brackets indicate the number of outstudents who do not attend the Arts classes. The numbers below include both Arts students and outstudents.

SUBSIDIARY

Statistical Return of High and Middle Schools (English

Division.	District	Name or class of Institutions.	Number of Institutions.	Number of scholars on the rolls on 31st March, 1884. In High schools.	In Middle schools.	Total.	Average number on the rolls during the year.	Average daily attendance.	Classification according to race or creed of the scholars on 31st March, 1884. Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.
	1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e
		ENGLISH SCHOOLS.											
Meerut	Dehra Dún ...	Aided ...	8	60	140	200	182·00	165 00	122	2	70	6	...
	Saháranpur ...	Government ...	1	...	48	48	43 00	37 00	...	...	38	10	...
		Aided ...	2	..	141	141	146 00	106·00	...	1	103	37	...
		Unaided ...	1	15	...	15	10 00	6 00	...	...	14	1	...
		Total ...	4	15	189	204	199·00	149 00	...	1	155	48	...
	Muzaffarnagar ...	Government ...	1	...	40	40	35·00	27 00	...	...	36	4	...
	Meerut ...	Ditto ...	3	30	87	117	126·00	107 00	...	...	99	18	...
		Aided ...	2	24	82	106	86·00	64·00	...	9	73	24	...
		Total ...	5	54	169	223	212 00	171·00	...	9	172	42	...
	Bulandshahr ...	Government ...	1	...	72	72	56 00	51·00	...	2	59	11	...
	Aligarh ...	Ditto ...	4	48	176	224	221 00	208·00	1	...	200	22	1
		Aided ...	3	66	107	173	185·00	145 00	...	...	68	105	...
		Total ...	7	114	283	397	406 00	353·00	1	...	268	127	1
		Total, Government ...	10	78	423	501	481·00	430·00	1	2	432	65	1
		Total, Aided ...	15	150	470	620	599 00	480·00	122	12	314	172	...
		Total, Unaided ...	1	15	...	15	10·00	6 00	...	...	14	1	...
		GRAND TOTAL ...	26	243	893	1,136	1,090 00	916·00	123	14	760	238	1
Agra	Muttra ...	Government ...	2	33	111	144	125 87	108·61	...	...	136	8	...
	Agra ...	Aided ...	12	162	365	527	470 06	425 26	85	47	313	81	1
	Etáwah ...	Government ...	2	29	104	133	129·00	113·00	...	...	126	7	...
	Etah ...	Ditto ...	1	...	30	30	28 42	22·83	...	...	27	3	...
	Mainpuri ...	Ditto ...	1	...	64	64	60 42	52·62	...	...	59	5	...
		Aided ...	2	12	44	56	56 00	43 47	1	2	50	3	...
		Total ...	3	12	108	120	116·42	96·09	1	2	109	8	...
	Farukhabad ...	Government ...	2	38	76	114	105 50	93 90	...	1	105	8	...
		Aided ...	1	...	51	51	43 30	34 50	...	...	39	12	...
		Total ...	3	38	127	165	148 80	128·40	...	1	144	20	...
		Total, Government ...	8	100	385	485	449 21	390·96	...	1	453	31	...
		Total, Aided ...	15	174	460	634	569 36	503 23	86	49	402	96	1
		GRAND TOTAL ...	23	274	845	1,119	1,018 57	894·19	86	50	805	127	1
Rohilkhand	Bijnor ...	Government ...	1	...	44	44	39·00	34·00	...	...	30	14	...
	Moradabad ...	Ditto ...	2	39	121	160	130 00	113 00	...	...	113	47	...
		Aided ...	1	...	20	20	26·00	20·00	...	3	14	3	...
		Total ...	3	39	141	180	156·00	133 00	...	3	127	50	...
	Budaun ...	Government ...	1	...	65	65	62·00	54·00	...	...	43	22	...
		Aided ...	1	...	17	17	18 00	17·00	...	3	5	9	...
		Total ...	2	...	82	82	80·00	71·00	...	3	48	31	...
	Bareilly ...	Government ...	2	65	177	242	218·00	200 00	...	1	199	42	...
	Sháh Jahánpur ...	Ditto ...	2	17	58	75	69 00	59·00	...	...	57	18	...
		Aided ...	1	...	32	32	23·00	19·00	1	20	8	3	...
		Total ...	3	17	90	107	92·00	78·00	1	20	65	21	...

FORM No. 2.

and Vernacular), for the official year 1883-84.

Number of scholars on 31st March, 1884, learning						*Expenditure.*							*Annual cost of educating each scholar.*		*Number passed.*	
English.	Vernacular.	Latin.	Arabic.	Persian.	Sanskrit.	Grants from Provincial revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Matriculation or equivalent examination.	Middle school examination.
8a	8b	8c	8d	8e	8f	9a	9b	9c	9d	9e	9f	9	10	11	12	13
						Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.		
200	134	122	...	62	4	2,360	2,298	260	6,232	88	41,500	52,738	319 9 10	28 3 8	6	6
48	48	...	...	...	...	...	1,606	...	139	...	...	1,745	47 2 7	43 6 6	...	4
136	113	...	...	73	5	...	1,435	...	672	219	1,538	3,859	36 6 5	13 8 7	...	20
15	2	...	...	13	...	...	...	...	35	120	286	441	73 8 0	...	...	...
199	163	...	...	86	5	...	3,041	...	846	339	1,819	6,045	40 9 3	20 6 6	...	24
40	14	...	...	20	6	...	1,565	...	120	...	72	1,757	65 1 2	57 15 5	...	4
117	30	...	...	71	5	...	3,997	...	742	113	84	4,936	46 2 1	37 5 6	6	11
106	12	...	...	94	...	...	2,400	...	445	300	2,287	5,432	85 14 0	37 8 0	4	10
223	42	...	...	165	5	...	6,397	...	1,187	413	2,371	10,368	60 10 1	37 6 6	10	21
72	8	...	...	61	3	...	2,217	...	193	161	...	2,571	45 14 7	39 9 5	...	10
224	178	...	...	141	69	...	5,298	167	1,119	2,050	105	8,739	42 0 2	25 7 5	5	11
173	22	...	24	106	21	5,189	600	...	2,422	1,535	952	10,698	73 12 6	39 14 9	19	7
397	200	...	24	247	90	5,189	5,898	167	3,541	3 585	1,057	19,437	55 0 11	31 6 6	24	18
501	278	...	...	298	83	...	14,683	167	2,313	2,324	261	19,748	45 14 10	34 2 6	11	40
615	281	122	24	335	30	7,549	6,733	260	9,771	2,142	46,272	72,727	151 8 3	29 12 1	29	43
15	2	...	...	13	...	...	...	...	35	120	286	441	73 8 0	...	...	...
1,131	561	122	24	641	113	7,549	21,416	427	12,119	4,586	46,819	92,916	101 7 0	31 9 11	40	83
144	52	...	...	88	4	...	3,563	...	1,144	120	...	4,827	44 7 1	32 12 11	5	24
527	144	47	...	303	59	13,655	24	6,714	5,355	2,490	11,175	39,413	92 10 11	32 2 8	23	40
133	...	...	...	95	38	...	9,720	...	732	127	...	10,579	93 9 11	86 0 3	8	11
30	30	...	...	8	...	...	1,991	..	104	35	...	2,130	93 4 9	87 3 4	...	5
64	27	...	...	37	...	...	2,624	...	241	83	6	2,954	56 2 3	49 13 10	...	9
56	24	...	...	28	4	...	1,800	...	419	...	1,716	3,935	90 8 4	41 6 6	4	6
120	51	...	...	65	4	...	4,424	...	660	83	1,722	6,889	71 11 1	46 0 8	4	15
114	27	...	...	83	4	...	3,997	...	955	50	...	5,002	53 4 4	42 9 1	3	17
51	...	...	...	51	...	...	670	...	254	479	175	1,578	45 11 10	19 6 9	...	3
165	27	...	...	134	4	...	4,667	...	1,209	529	175	6 580	51 3 11	36 5 7	3	20
485	136	...	...	311	46	...	21,895	...	3,176	415	6	25,492	65 3 3	56 0 1	16	66
634	168	47	...	382	63	13,655	2 494	6,714	6,028	2,969	13,066	44,926	89 4 5	32 1 5	27	49
1,119	304	47	..	693	109	13,655	24,389	6,714	9,204	3,384	13,072	70,418	78 12 0	42 8 9	43	115
44	4	...	...	38	2	...	1,922	34	155	16	...	2,127	62 8 11	56 8 6	...	14
160	46	...	...	85	29	...	6,338	2,038	751	...	...	9,127	80 12 4	56 1 5	...	7
20	7	...	...	13	...	...	496	...	56	...	779	1,331	66 8 10	24 12 10	...	2
180	53	...	...	98	29	...	6,834	2,038	807	...	779	10,458	78 10 1	51 6 2	10	9
65	2	...	...	61	2	...	2,094	...	253	102	...	2,449	45 5 8	38 12 5	...	9
17	16	...	...	1	...	...	100	...	31	120	49	300	17 10 4	5 14 1	...	2
82	18	...	...	62	2	...	2,194	...	284	222	49	2,749	38 11 6	30 14 5	...	11
242	15	...	2	191	34	...	17,108	...	1,599	...	...	18,707	93 8 7	85 8 8	14	20
75	5	...	...	64	6	...	4,772	...	465	...	...	5,237	88 12 2	80 14 1	2	14
32	32	...	...	...	...	...	950	...	...	...	1,350	2,300	121 0 10	50 0 0	...	1
107	37	...	...	64	6	...	5,722	...	465	...	1,350	7,537	99 10 1	53 5 8	2	15

SUBSIDIARY

Statistical Return of High and Middle Schools (English

Division.	District.	Name or class of Institutions.	Number of Institutions.	Number of scholars on the rolls on 31st March, 1884. In High schools.	In Middle schools.	Total.	Average number on the rolls during the year.	Average daily attendance.	Classification according to race or creed of the scholars on 31st March, 1884. Europeans and Eurasians	Native Christians.	Hindus.	Muhammadans.	Others.
	1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e
Rohilkhand—(concluded).	Pilibhit ...	Government ...	1	...	21	21	14·00	11·00	...	...	13	8	...
		Total, Government ...	9	121	486	607	532·00	471·00	...	1	455	151	...
		Ditto, Aided ...	3	...	69	69	67·00	56·00	1	26	27	15	...
		GRAND TOTAL ...	12	121	555	676	599·00	527·00	1	27	482	166	...
Allahabad.	Allahabad ...	Government ...	2	110	230	340	286·00	246·00	1	11	246	80	2
		Aided ...	3	33	84	117	106·36	89·29	98	...	19	...	...
		Total ...	5	143	314	457	392·36	335·29	99	11	265	80	2
	Cawnpore ...	Government ...	2	25	99	124	109·64	96·09	...	...	109	15	...
		Aided ...	4	33	93	126	121·70	105·55	30	1	83	11	1
		Total ...	6	58	192	250	231·34	201·64	30	1	192	26	1
	Bánda ...	Government ...	2	16	59	75	59·48	47·58	...	...	55	20	...
		Aided ...	1	...	21	21	14·16	11·25	...	...	17	4	...
		Total ...	3	16	80	96	73·64	58·83	...	...	72	24	...
	Fatehpur ...	Government ...	1	...	55	55	42·12	34·96	...	...	40	15	...
	Hamírpur ...	Ditto ...	1	...	32	32	30·04	22·67	...	...	23	9	...
	Jaunpur ...	Ditto ...	1	...	104	104	74·00	60·00	...	...	63	41	...
		Aided ...	2	11	29	40	38·00	31·00	...	1	32	7	...
		Total ...	3	11	133	144	112·00	91·00	...	1	95	48	...
		Total, Government ...	9	151	579	730	601·28	507·30	1	11	586	180	2
		Ditto, Aided ...	10	77	227	304	280·22	217·09	128	2	151	22	1
		GRAND TOTAL ...	19	228	806	1,034	881·50	744·39	129	13	687	202	3
Benares.	Azamgarh ...	Aided	2	14	87	101	77·00	59·00	...	7	80	14	...
	Mirzapur ...	Government	2	24	72	96	77·32	60·46	...	...	81	6	9
		Aided	3	26	74	100	89·20	60·73	...	2	85	13	...
		Total ...	5	50	146	196	166·52	121·19	...	2	166	19	9
	Benares ...	Government	2	75	212	287	269·52	225·27	1	...	234	52	...
		Aided	6	193	222	415	324·50	248·00	...	17	348	50	...
		Unaided	2	25	40	65	57·10	34·12	...	...	64	1	...
		Total ...	10	293	474	767	651·12	36·12	1	17	646	103	...
	Ghásipur ...	Aided	6	82	208	290	244·33	204·52	...	5	217	68	...
	Gorakhpur ...	Ditto	2	39	97	136	119·70	88·43	...	11	99	26	...
	Basti ...	Ditto	1	...	39	39	28·00	21·00	...	...	27	12	...
	Ballia ...	Ditto	2	19	88	107	89·70	76·80	...	...	102	5	...
		Total, Government ...	4	99	284	383	346·84	285·73	1	...	315	58	9
		Total, Aided ...	22	373	815	1,188	972·43	758·48	...	42	958	188	...
		Total, Unaided ...	2	25	40	65	57·10	36·12	...	...	64	1	...
		GRAND TOTAL ...	28	497	1,139	1,636	1,376·37	1,080·33	1	42	1,337	247	9

FORM No. 2.

and Vernacular), for the official year 1883-84—(continued).

Number of scholars on 31st March, 1884, learning						*Expenditure.*							*Annual cost of educating each scholar.*		*Number passed.*	
English.	Vernacular.	Latin.	Arabic.	Persian.	Sanskrit.	Grants from Provincial revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources	Total.	Total cost.	Cost to Government	Matriculation or equivalent examination	Middle school examination.
8a	8b	8c	8d	8e	8f	9a	9b	9c	9d	9e	9f	9	10	11	12	13
						Rs	Rs.	Rs.	Rs.	Rs.	Rs.	Rs	Rs. a p.	Rs. a. p.		
21	21	...	...	...	...	...	...	...	6	911	...	917	83 5 10	...	...	3
607	93	...	2	439	73	...	32,234	2,072	3,229	1,029	...	38,564	81 14 0	68 6 11	26	67
69	55	...	..	14	...	...	1,546	...	87	120	2,178	3,931	70 3 2	27 9 9	...	5
676	148	...	2	453	73	...	33,780	2,072	3,316	1,149	2,178	42 495	80 10 1	64 1 6	26	72
340	9	.	7	218	106	...	7,468	53	1,436	899	...	9,856	40 1 0	30 5 9	24	24
117	109	95	...	7	1	5,595	250	...	5,017	606	1,266	12,734	142 9 10	65 7 4	7	9
457	118	95	7	225	107	5,595	7,718	53	6,453	1,505	1,266	22,590	67 6 0	39 11 4	31	33
124	6	...	2	88	28	...	6,343	62	276	...	...	6,681	69 8 5	66 0 2	4	12
126	56	29	...	55	15	4 000	1,500	...	2,718	...	7,126	15,344	145 5 11	52 1 9	6	11
250	62	29	2	143	43	4,000	7,843	62	2,994	...	7,126	22,025	109 3 8	58 11 9	10	23
75	...	...	...	58	17	...	4,476	...	274	...	...	4,750	99 13 4	94 1 2	3	13
18	10	...	...	8	3	...	186	...	...	...	360	546	48 8 6	16 8 6	...	...
93	10	...	...	66	20	...	4,662	...	274	...	360	5,296	90 0 4	79 3 11	3	13
55	8	..	...	47	...	...	672	...	119	32	...	823	23 8 8	19 3 7	...	5
32	9	...	...	23	...	...	982	...	122	...	...	1,104	48 11 2	43 5 1	...	3
104	12	...	...	90	2	...	1,013	...	333	501	...	2,747	45 12 6	31 14 2	...	15
40	12	...	...	27	1	...	1,045	544	276	70	75	2,010	64 13 5	33 11 4	...	5
144	24	...	...	117	3	...	2,958	544	609	571	75	4,757	52 4 5	32 8 0	...	20
739	44	...	9	524	153	...	21,854	115	2,560	1,432	...	25,961	51 2 10	43 1 3	31	72
301	187	124	...	97	2	9,595	2,981	544	8,011	676	8,827	30,634	129 3 4	53 0 8	13	25
1,031	231	124	9	621	173	9,595	24,835	659	10,571	2,108	8,827	56,595	76 0 6	32 13 1	44	97
101	16	..	..	71	14	...	1,200	...	445	...	755	2,400	40 10 10	20 5 5	5	3
96	7	...	1	71	17	...	6,003	...	287	...	...	6,290	104 0 6	99 4 7	1	5
100	34	...	..	63	3	...	1,823	92	474	...	972	3,361	55 5 6	30 0 3	2	7
196	41	...	1	134	20	...	7,826	92	761	...	972	9,651	79 10 1	64 9 2	3	12
287	9	...	...	192	86	9,130	...	48	3,706	...	...	12,893	57 3 8	40 9 1	9	16
356	200	..	...	112	114	3,100	5,120	520	2,480	200	6 185	17,605	70 11 9	33 2 4	8	9
65	20	...	...	11	34	...	...	250	300	...	1,053	1,603	44 6 9	...	2	1
708	229	...	...	315	234	12,239	5,120	818	6,486	200	7,238	32,101	63 0 3	31 1 3	19	26
282	53	...	8	155	22	...	4,280	47	1,574	452	3,143	9,506	46 7 8	20 15 7	8	[illegible]
117	80	...	1	54	1	...	2,780	...	686	...	1,400	4,816	54 9 4	31 6 11	5	11
39	39	...	...	...	...	...	483	...	124	...	300	907	43 3 1	23 0 0	...	1
107	58	.	..	49	...	...	946	...	156	164	171	1,437	18 11 5	12 5 1	...	4
383	16	...	1	268	103	9,139	6,003	48	3,993	...	...	19,183	67 2 2	52 15 10	10	21
1,102	480	.	9	504	154	3,100	16,632	659	5,889	826	12,926	40,032	52 12 6	26 0 3	28	44
65	20	...	...	11	34	...	...	250	300	...	1,053	1,603	44 6 9	...	2	1
1,550	516	...	10	778	291	12,239	22,635	957	10,182	826	13,979	60,818	56 4 [illegible]	32 [illegible] 6	40	66

SUBSIDIARY

Statistical Return of High and Middle Schools (English

Division.	District.	Name or class of Institutions.	Number of Institutions.	Number of scholars on the rolls on 31st March, 1884			Average number on the rolls during the year.	Average daily attendance.	Classification according to race or creed of the scholars on 31st March, 1884.				
				In High schools.	In Middle schools.	Total.			Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.
4		2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e
Jhánsi	Jalaun ...	Government	3	...	31	31	26·00	20 00	...	...	27	4	...
	Jhánsi ...	Ditto	1	...	25	25	21 00	15·00	...	...	21	4	...
	Lalitpur ...	Ditto	1	...	11	11	12 00	8·00	...	...	9	...	2
		Total, Government Schools...	5	...	67	67	59·00	46·00	...	...	57	8	2
Kumaun	Kumaun ...	Government	1	...	2	2	5·00	4 00	...	1	1	...	...
		Aided	5	55	231	286	230·38	215·87	190	4	88	4	...
		Total ...	6	55	233	288	235 38	219·87	190	5	89	4	...
	Garhwál ...	Aided	1	...	22	22	17 00	15·00	...	3	19	...	...
		Total, Government ...	1	...	2	2	5 00	4·00	...	1	1	...	..
		Total, Aided ...	6	55	253	308	247 38	230 87	190	7	107	4	...
		GRAND TOTAL ...	7	55	255	310	252 38	234 87	190	8	108	4	...
N.-W. PROVINCES.		Total, Government ...	46	549	2,226	2,775	2,474 33	2,134 99	3	16	2,249	493	14
		Total, Aided ...	71	829	2,294	3,123	2,735 39	2,265·67	527	138	1,959	497	2
		Total, Unaided ...	3	40	40	80	67·10	42·12	...	...	78	2	...
	GRAND TOTAL OF ENGLISH SCHOOLS, NORTH-WESTERN PROVINCES.		120	1,418	4,560	5,978	5,276 82	4,442·78	530	154	4,286	992	16
Lucknow	Lucknow ...	Aided ...	8	215	354	569	489 00	402·20	3	20	407	138	1
	Bara Banki ...	Government ...	2	18	29	47	43·00	34 00	...	...	31	16	...
	Unao ...	Ditto ...	2	16	19	35	34 00	30·00	...	...	27	8	...
Sitapur	Sitapur ...	Ditto ...	2	15	37	52	39·00	30 00	1	...	43	8	...
		Aided ...	2	...	13	13	7 00	6·00	...	1	8	4	...
		Total ...	4	15	50	65	46·00	36·00	1	1	51	12	...
	Hardoi ...	Government ...	2	32	41	73	61·00	49·00	...	...	49	24	...
	Kheri ...	Ditto ...	2	19	27	46	35·00	30 00	...	...	40	6	...
Fyzabad	Fyzabad	Ditto ...	2	30	61	91	79·00	72·00	...	...	78	13	...
	Gonda	Ditto ...	2	26	51	77	63·00	54·00	...	...	63	14	...
		Aided ...	2	10	33	43	30·00	24·00	...	...	40	3	...
		Total ...	4	36	84	120	93·00	78·00	...	...	103	17	.
	Bahraich ...	Government ...	2	13	30	43	41·00	35 00	...	...	31	12	...
		Aided ...	1	...	10	10	6 00	5·00	...	...	7	3	...
		Total ...	3	13	40	53	47·00	40·00	...	...	38	15	...
Rae Bareli	Rae Bareli ...	Government ...	3	20	63	83	65·00	57 00	...	1	62	20	...
	Sultanpur ...	Ditto ...	2	11	49	60	52·00	39 00	...	...	44	16	...
	Partabgarh ...	Ditto ...	2	17	40	57	41·00	33·00	...	1	44	12	...
Oudh		Total, Government ...	22	217	447	664	553·00	463 00	1	2	512	149	...
		Total, Aided ...	13	225	410	635	532 00	437 20	3	21	462	148	1
	GRAND TOTAL OF ENGLISH SCHOOLS, OUDH ...		35	442	857	1,299	1,085·00	900 20	4	23	974	297	1
N.-W.P. & OUDH.	GRAND TOTAL OF ENGLISH SCHOOLS, NORTH-WESTERN PROVINCES AND OUDH.		155	1,860	5,417	7,277	6,361 82	5,342 98	534	177	5,260	1,289	17

One learn

FORM No. 2.

and Vernacular), for the official year 1883-84—(continued).

Number of scholars on 31st March, 1884, learning						*Expenditure.*							*Annual cost of educating each scholar.*		*Number passed.*	
English.	Vernacular.	Latin.	Arabic	Persian.	Sanskrit.	Grants from Provincial revenues	Local rates or cesses	Endowments	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Matriculation or equivalent examination.	Middle school examination.
8a	8b	8c	8d	8e	8f	9a	9b	9c	9d	9e	9f	9	10	11	12	13
						Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p		
31	25	...	...	6	...	...	2,122	...	65	363	20	2,570	128 8 0	106 1 7	...	2
25	18	...	...	7	...	...	1,959	...	87	...	7	2,053	114 0 11	108 13 4	...	2
11	8	...	...	1	2	...	1,828	...	41	...	...	1,869	233 10 0	228 8 0	...	2
67	51	...	...	14	2	...	5,809	...	193	363	27	6,492	141 2 1	128 7 4	...	6
2	...	...	...	...	...	...	...	...	...	50	...	50	12 0 0	12 0 0	...	...
286	194	125	...	1	39	8,680	4,020	10	12,826	204	623	26,363	122 1 11	58 13 3	2	9
288	194	125	...	1	39	8,680	4,020	10	12,826	254	623	26,413	120 2 1	57 12 2	2	9
22	22		...	...	...	...	379	...	86	...	525	990	66 0 0	25 0 0	...	3
2	...	...	...	...	...	...	...	...	...	50	...	50	12 0 0	12 0 0	...	...
308	216	125	...	1	39	8,680	4,399	10	12,912	204	1,148	27,353	118 7 7	56 10 5	2	12
310	216	125	...	1	39	8,680	4,399	10	12,912	254	1,148	27,404	116 10 9	55 10 11	2	12
2,775	618	...	12	1,844	460	9,139	1,02,578	2,402	15,464	5,613	294	1,35,490	63 7 4	52 5 2	94	272
3,029	1,387	418	3	1,833	306	42,579	34,785	8,187	42,698	6,937	84,417	2,19,603	96 14 9	34 2 4	99	178
80	22	...	...	24	34	...	...	250	835	120	1,339	2,044	48 8 5	...	2	1
5,884	2,027	418	45	3,401	800	51,718	1,37,363	10,839	58,497	12,670	86,050	3,57,137	80 6 2	42 8 11	195	451
554	305	...	43	304	86	7,454	2,830	7,465	3,365	...	3,666	24 280	60 5 10	24 5 2	22	33
47	1	...	...	46	...	...	3,396	...	234	...	...	3,630	106 12 2	99 14 0	1	6
35	1	...	...	34	1	...	2,790	...	181	...	...	2,971	99 0 8	93 0 3	3	4
52	4	...	...	48	...	...	2,760	...	221	...	...	2,981	99 6 1	92 0 0	4	4
13	13	...	...	11	1	...	675	...	17	15	675	1,382	230 5 4	112 8 0	...	...
65	17	...	...	59	1	...	3,435	...	238	15	675	4,363	121 3 4	95 6 8	4	4
73	12	...	...	60	1	...	3,794	...	325	28	...	4,147	84 10 0	77 6 11	4	10
46	...	..	...	46	...	...	2,958	...	191	...	11	3,160	105 5 6	98 9 5	2	2
91	...		...	91	...	...	5,995	...	424	...	...	6,419	89 2 4	83 4 2	6	9
77	4	...	1	71	1	...	3,11	84	321	...	...	3,518	65 2 5	57 10 4	...	9
43	43	...	..	...	..	...	989	...	64	...	1,025	2,078	86 8 11	41 3 2	...	2
120	47	...	1	71	1	...	4,102	84	385	...	1,025	5,596	71 11 10	52 9 4	...	11
43	1	...	...	42	...	...	2,951	...	397	...	23	3,371	96 4 10	84 4 10	1	5
10	10	...	...	9	..	...	180	300	24	...	...	504	100 12 9	36 0 0	...	
53	11	...	...	51	...	..	3,131	300	421	...	23	3,875	96 13 10	78 4 3	1	5
83	8	...	...	75	...	...	4,441	180	535	...	...	5,156	90 7 3	77 14 9	4	12
6	...	...	...	60	...	...	3,890	...	261	16	...	4,167	106 13 9	99 11 11	4	8
57	...	...	...	57	...	...	2,409	...	261	...	...	2,670	80 14 5	73 0 0	2	4
664	31	...	1	630	3	...	38,497	264	3,351	44	34	42,190	91 2 0	88 2 4	31	73
620	371	..	43	324	87	7,454	4,174	7,765	3,470	15	5,366	28,244	64 9 7	26 9 6	22	35
1,284	402	...	44	954	90	7,454	42,671	8,029	6,821	59	5,400	70,434	78 3 10	55 [illegible] 10	53	108
7,168	2,429	418	89	4,155	890	59,172	1,80,034	18,868	65,318	12,729	91,450	4,27,571	80 [illegible] 4	44 12 3	248	559

ing Greek.

SUBSIDIARY

Statistical Return of High and Middle Schools (English

Division.	District.	Name or class of Institutions.	Number of Institutions	Number of scholars on the rolls on 31st March, 1884. In High schools.	In Middle schools.	Total.	Average number on the rolls during the year	Average daily attendance	Classification according to race or creed of the scholars on 31st March, 1884. Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.
1		2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e
		VERNACULAR SCHOOLS.											
MEERUT.	Dehra Dún ...	Government ...	2	...	9	9	11·00	8 00	...	...	6	3	...
	Sahárunpur ...	Ditto ...	10	...	79	79	71·00	61 00	...	...	38	41	...
	Muzaffarnagar ...	Ditto ...	10	...	115	115	93 00	75 00	...	...	86	29	...
	Meerut ...	Ditto ...	7	...	95	95	72 00	56 00	...	...	70	25	...
	Bulandshahr ...	Ditto ...	8	...	142	142	134·00	120 00	...	...	108	34	...
	Aligarh ...	Ditto ...	19	...	161	161	171 00	154 00	...	...	144	17	...
		Total, Government ...	56	...	601	601	552·00	474·00	...	...	452	149	...
AGRA.	Muttra ...	Government ...	12	...	99	99	84 53	68·72	...	...	94	5	...
	Agra ...	Ditto ...	12	...	87	87	79 39	65·26	...	...	86	1	...
	Etáwah ...	Ditto ...	13	...	123	123	114 24	87 90	...	...	119	4	...
	Etah ...	Ditto ...	14	...	262	262	183·00	152·00	...	...	219	43	...
	Mainpuri ...	Ditto ...	11	...	73	73	60 40	47 60	...	...	69	4	...
	Farukhabad ...	Ditto ...	12	...	144	144	112·85	94·43	...	...	138	6	...
		Total, Government ...	74	...	788	788	634 41	515·91	...	...	725	63	...
ROHILKHAND.	Bijnor ...	Government ...	10	...	165	165	150 00	128·00	...	...	87	78	...
		Aided ...	1	...	16	16	11·00	9 00	...		4	12	...
		Total ...	11	...	181	181	161·20	137 00	...	...	91	90	...
	Moradabad ...	Government ...	11	...	84	84	80·00	60 00	...	...	55	29	...
	Budaun ...	Ditto ...	17	...	177	177	154·00	125·00	...	...	102	75	...
		Aided ...	1	...	14	14	11 00	9·00	...	...	...	14	...
		Total ...	18	...	191	191	165·00	134·00	...	...	102	89	...
	Bareilly ...	Government ...	10	...	126	126	96 00	80·00	...	...	101	25	...
	Pilibhit ...	Ditto ...	8	...	46	46	47 00	37·00	...	...	41	5	...
	Sháhjahánpur ...	Ditto ...	8	...	60	60	64 00	50·00	...	...	40	20	...
		Total, Government ...	64	...	658	658	591 00	480 00	...	...	426	232	...
		Total, Aided ...	2	...	30	30	22 00	18 00	...	...	4	26	...
		GRAND TOTAL ...	66	...	688	688	613·00	498 00	...	...	430	258	...
ALLAHABAD.	Allahabad ...	Government	8	...	73	73	76·00	68 00	...	...	48	25	...
	Cawnpore ...	Ditto ...	24	...	185	185	185 00	150·00	...	...	180	5	...
	Bánda ...	Ditto ...	9	...	71	71	57·00	56 00	...	...	62	9	...
	Fatehpur ...	Ditto ...	10	...	64	64	72 10	60·54	...	...	47	17	...
	Hamírpur ...	Ditto ...	11	...	89	89	85·00	68 00	...	...	74	15	...
	Jaunpur ...	Ditto ...	8	...	97	97	89·69	77·11	...	...	74	23	...
		Total, Government ...	70	...	579	579	564·79	478 65	...	...	485	94	...
BENARES.	Benares ...	Government ...	5	...	36	36	31·29	23·40	...	...	36	...	...
	Gházipur ...	Ditto ...	13	...	105	105	95·53	96·92	...	...	97	8	...
		Aided ...	4	82	115	197	168·44	161·40	...	...	93	104	...
		Total ...	17	82	220	302	263 97	258·32	...	...	190	112	...
	Ballia ...	Government ...	6	...	66	66	51·38	53·39	...	...	65	1	...
	Basti ...	Ditto ...	11	...	129	129	96·54	85·63	...	...	118	11	...
	Gorakhpur ...	Ditto ...	17	44	196	240	213 22	176 85	...	...	191	49	...
	Azamgarh ...	Ditto ...	10	...	88	88	108 98	84 78	...	...	78	10	...

FORM No. 2.

and Vernacular), for the official year 1883-84—(continued)

Number of scholars on 31st March, 1884, learning						Expenditure.							Annual cost of educating each scholar.		Number passed.	
English	Vernacular	Latin.	Arabic.	Persian.	Sanskrit.	Grants from Provincial revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government	Matriculation or equivalent examination.	Middle school examination.
8a	8b	8c	8d	8e	8f	9a	9b	9c	9d	9e	9f	9	10	11	12	13
						Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs a. p	Rs. a. p		
...	9	...	...	4	...	...	193	...	11	5	...	209	96 2 0	24 2 0	...	4
...	79	...	...	...	...	...	1,325	...	87	24	...	1,436	23 8 8	21 11 11	...	11
...	115	...	...	115	...	...	1,376	...	96	1	...	1,473	19 10 3	18 5 7	...	16
...	95	...	...	...	...	...	1,195	...	108	...	...	1,303	23 4 3	21 5 5	...	19
...	142	...	...	35	...	...	1,171	...	199	...	...	1,370	11 6 8	9 12 2	...	19
...	161	...	...	...	...	...	1,332	...	193	24	...	1,549	10 0 11	8 10 5	...	36
...	601	...	...	154	...	...	6,592	...	694	54	...	7,340	15 7 9	13 14 6	...	105
...	99	...	...	...	...	...	1,032	...	36	...	...	1,068	15 8 8	15 0 3	...	28
...	86	...	...	1	...	...	1,007	...	68	...	...	1,075	16 7 7	15 6 11	...	28
...	123	...	...	...	...	...	1,170	...	27	147	...	1,344	15 4 8	13 5 0	...	30
...	262	...	...	...	...	...	1,876	...	33	28	...	1,937	12 11 11	12 5 6	...	49
...	73	...	...	...	...	...	980	...	63	...	4	1,047	22 0 0	20 9 5	...	13
...	144	...	...	...	...	...	1,345	...	33	...	...	1,378	14 9 6	14 3 10	...	21
...	787	...	...	1	...	...	7,410	...	260	175	4	7,849	15 3 5	14 5 10	...	169
...	165	...	...	159	...	...	1,149	...	159	138	...	1,446	11 4 9	8 15 8	...	31
...	16	...	...	16	...	...	131	150	5	...	..	286	31 12 5	14 8 11	...	...
...	181	...	...	175	...	...	1,280	150	164	138		1,732	12 10 3	9 5 6	...	31
...	84	...	...	72	...	...	1,620	...	93	...	...	1,713	28 8 10	27 0 0	...	14
...	177	...	...	161	...	...	1,912	...	106	...	...	2,018	16 2 4	15 4 9	...	22
...	14	...	...	...	...	...	40	...	12	...	23	75	8 5 4	4 7 1	...	1
...	191	...	...	161	...	...	1,952	...	118	...	23	2,093	15 9 11	14 9 1	...	23
...	126	...	...	121	...	...	1,543	...	108	60	...	1,711	21 6 2	19 4 7	...	19
...	46	...	...	41	..	...	1,125	...	21	...	...	1,146	30 15 7	30 6 6	...	6
...	60	...	...	8	...	...	1,140	...	75	80	...	1,295	25 14 5	22 12 10	...	16
...	658	...	...	562	...	...	8,489	...	562	278	...	9,329	19 7 0	17 11 0	...	108
...	30	...	...	16	...	...	171	150	17	...	23	361	20 0 11	9 8 0	...	1
...	688	...	...	578	...	...	8,660	150	579	278	23	9,690	19 7 4	17 6 3	...	109
...	73	...	...	...	...	...	1,000	...	...	...	...	1,000	14 11 3	14 11 3	...	30
...	185	...	...	...	..	...	744	...	33	...	...	777	5 2 11	4 15 4	...	31
...	71	...	...	6	...	...	339	...	32	...	...	371	6 11 11	6 2 7	...	4
...	64	...	...	...	...	...	858	...	65	...	...	923	15 3 11	14 2 9	...	11
...	89	...	...	1	...	...	939	...	9	...	...	948	13 15 1	13 12 11	...	18
...	97	...	...	49	...	...	366	...	50	...	...	416	5 6 4	4 11 11	...	25
...	579	...	...	56	...	...	4,246	...	189	...	...	4,435	9 4 3	8 13 11	...	110
...	36	...	...	...	...	...	426	...	8	..	..	434	18 8 9	18 3 3	...	11
...	105	...	...	...	...	...	609	...	28	...	...	637	6 9 1	6 4 6	...	26
...	22	...	42	129	20	...	1,050	...	367	200	950	2,567	15 14 6	6 8 1	28	5
...	127	...	42	129	20	...	1,659	...	395	200	950	3,204	12 6 5	6 6 9	28	34
...	66	...	...	1	...	...	789	...	30	...	...	819	15 5 6	14 12 5	...	16
...	129	...	...	25	...	...	1,750	...	36	...	...	1,786	20 13 8	20 7 6	...	20
...	157	...	25	41	17	...	2,966	...	42	...	...	3,008	17 0 2	16 12 4	9	32
...	88	...	...	12	...	...	1,838	...	190	132	...	2,160	25 7 7	21 10 11	...	25

SUBSIDIARY

Statistical Return of High and Middle Schools (English

Division.	District.	Name or class of Institutions.	Number of Institutions.	Number of scholars on the rolls on 31st March, 1884. In High schools.	In Middle schools	Total.	Average number on the rolls during the year.	Average daily attendance.	Classification according to race or creed of the scholars on 31st March, 1884. Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.
1		2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e
Benares—(concld.)	Mirzapur ...	Government	8	17	139	156	129·13	98·04	...	...	113	38	5
		Aided	1	...	21	21	19·00	13·90	...	...	19	2	...
		Total ...	9	17	160	177	148·13	111·94	...	...	132	40	5
		Total, Government ...	70	61	759	820	726·07	619·01	...	...	698	117	5
		Total, Aided ...	5	82	136	218	187·44	175·30	...	...	112	106	...
		GRAND TOTAL ...	75	143	895	1,038	913·51	794·31	...	...	810	223	5
Jhánsi.	Jalaun ...	Government	9	...	48	48	45·00	37·00	...	...	45	3	...
	Jhánsi ...	Ditto	5	...	18	18	18·00	14·00	...	...	16	2	...
	Lalitpur ...	Ditto	3	...	11	11	12·00	10·00	...	...	11	...	...
		Total, Government ...	17	...	77	77	75·00	61·00	...	...	72	5	...
Kumaun.	Kumaun ...	Government	5	...	9	9	9·00	7·00	...	...	9	...	...
		Aided	2	6	24	30	32·00	27·00	...	...	30	...	...
		Total ...	7	6	33	39	41·00	34·00	...	...	39	...	...
	Garhwál ...	Government	5	...	5	5	5·00	5·00	...	...	5	...	...
	Tarái ...	Ditto	2	...	10	10	10·00	[illegible]	...	...	10	...	...
		Total, Government ...	12	...	24	24	24·00	20·00	...	...	24	...	...
		Total, Aided ...	2	6	24	30	32·00	27·00	...	...	30	...	...
		GRAND TOTAL ...	14	6	48	54	56·00	47·00	...	...	54	...	...
N.-W. Provinces.		Total, Government ...	363	61	3,486	3,547	3,167·27	2,648·57	...	...	2,882	660	5
		Total, Aided ...	9	88	190	278	241·44	220·30	...	...	146	132	...
		GRAND TOTAL OF VERNACULAR SCHOOLS, NORTH-WESTERN PROVINCES.	372	149	3,676	3,825	3,408·71	2,868·87	...	...	3,028	792	5
		GRAND TOTAL OF ENGLISH AND VERNACULAR SCHOOLS, NORTH-WESTERN PROVINCES.	492	1,567	8,236	9,803	8,685·53	7,311·65	530	154	7,314	1,784	21
Lucknow.	Lucknow ...	Government	4	...	73	73	52·00	44·00	...	...	36	37	...
	Bara Banki ...	Ditto	7	...	73	73	66·00	60·00	...	...	39	34	...
	Unao ...	Ditto	8	...	99	99	80·00	64·00	...	...	83	16	...
Sitapur.	Sitapur ...	Ditto	6	...	71	71	57·00	46·00	...	...	55	16	...
	Hardoi ...	Ditto	8	...	112	112	103·00	85·00	...	...	75	37	...
	Kheri ...	Ditto	4	...	51	51	42·00	36·00	...	...	37	14	...
Fyzabad.	Fyzabad ...	Ditto	5	38	78	116	99·00	89·00	...	...	98	18	...
	Gonda ...	Ditto	4	...	51	51	41·00	35·00	...	...	40	11	...
	Bahraich ...	Ditto	2	...	34	34	27·00	23·00	...	...	22	12	...
Rae Bareli.	Rae Bareli ...	Government ...	3	...	55	55	39·00	34·00	...	...	31	24	...
	Sultanpur ...	Ditto ...	2	...	30	30	20·00	16·00	...	...	19	11	...
	Partabgarh ...	Ditto ...	2	...	36	36	34·00	29·00	...	...	23	13	...
Oudh.		TOTAL, GOVERNMENT VERNACULAR SCHOOLS, OUDH.	55	38	763	801	660·00	561·00	...	...	558	243	...
		GRAND TOTAL, ENGLISH AND VERNACULAR SCHOOLS, OUDH.	90	480	1,620	2,100	1,745·00	1,461·20	4	23	1,532	540	1
N.-W. P. & Oudh.		GREAT GRAND TOTAL OF ENGLISH AND VERNACULAR SCHOOLS, N.-W. P. AND OUDH.	582	2,047	9,856	11,903	10,430·53	8,772·85	534	177	8,846	2,324	22

FORM No. 2.

and Vernacular), for the official year 1883-84—(concluded).

Number of scholars on 31st March, 1884, learning						Expenditure.							Annual cost of educating each scholar.		Number passed.	
English.	Vernacular.	Latin.	Arabic.	Persian.	Sanskrit	Grants from Provincial revenues	Local rates or cesses.	Endowments.	Fees.	Municipal grants	Other sources.	Total.	Total cost.	Cost to Government.	Matriculation or equivalent examination	Middle school examination.
8a	8b	8c	8d	8e	8f	9a	9b	9c	9d	9e	9f	9	10	11	12	13
						Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs a p.	Rs a p		
...	60	...	8	60	28	...	935	862	80	...	...	1,877	19 2 4	9 8 7	2	11
...	5	...	...	3	13	...	40	24	21	...	...	85	6 1 10	2 14 0	...	...
...	65	...	8	63	41	...	975	886	101	...	...	1,962	17 8 5	8 11 4	2	11
...	641	...	33	139	45	...	9,318	862	414	132	...	10,721	17 5 1	15 0 9	11	144
...	27	...	42	132	33	...	1,090	24	388	200	950	2,652	15 2 1	6 3 5	28	5
...	668	...	75	271	78	...	10,403	886	802	332	950	13,373	16 13 5	13 1 6	39	149
...	48	...	...	...	...	...	927	...	40	...	...	967	26 2 2	25 0 1	...	8
...	18	...	..	...	...	...	355	...	11	...	...	366	26 2 3	25 5 9	...	5
...	11	...	...	...	...	...	237	...	6	...	...	243	24 4 10	23 11 2	...	4
...	77	...	...	...	...	...	1,519	...	57	...	...	1,576	25 13 5	24 14 5	...	17
...	9	...	...	...	...	...	180	...	...	...	...	180	26 0 0	26 0 0	...	1
...	...	...	...	...	30	300	..	180	66	...	...	546	20 0 0	11 0 0	...	...
...	9	...	...	...	30	300	180	180	66	...	...	726	21 0 0	14 0 0	...	1
...	5	...	...	...	...	...	160	...	...	...	...	160	32 0 0	32 0 0	...	1
...	8	...	..	2	...	...	120	...	13	6	...	139	17 0 0	16 0 0	...	8
...	22	...	...	2	...	...	460	...	13	6	...	479	24 0 0	23 0 0	...	10
...	...	...	...	...	30	300	...	180	66	...	...	546	20 0 0	11 0 0	...	...
...	22	...	...	2	30	300	46	180	79	6	...	1,025	22 0 0	16 0 0	...	10
...	3,365	...	33	914	45	...	38,029	862	2,189	645	4	41,729	15 12 1	14 5 9	11	672
...	57	...	42	148	63	300	1,261	354	471	200	973	3,559	16 2 5	7 1 4	28	6
...	3,422	...	75	1,062	108	300	39 290	1,216	2,660	845	977	45,288	15 12 6	13 12 9	39	678
5,884	5,449	418	120	4,263	908	52,118	1,76,653	12,055	61,157	13,515	87,027	4,02,425	55 0 7	31 4 4	234	1,129
...	73	...	3	15	...	...	1,455	...	78	75	...	1,608	36 8 8	33 1 2	...	13
...	73	...	...	17	...	..	1,669	...	64	...	...	1,783	28 14 0	27 13 0	...	9
...	107	...	...	4	...	...	1,590	...	113	...	150	1,853	28 15 2	24 13 7	...	10
...	81	...	...	9	1	...	1,563	...	84	...	...	1,647	35 12 10	33 15 9	...	3
...	116	...	...	25	...	...	2,142	...	143	...	13	2,298	27 0 7	25 3 1	...	21
...	51	...	...	22	...	...	904	...	60	...	84	1,048	29 1 11	25 1 8	...	9
...	49	...	..	...	67	1,200	863	...	50	73	1,074	3,260	36 10 1	23 2 10	...	11
...	51	..	...	25	2	...	985	...	61	...	2	1,048	29 15 3	28 2 5	...	3
..	49	...	...	15	...	...	369	...	34	...	...	403	17 7 11	16 0 7	..	1
...	56	...	...	...	...	...	893	...	54	...	...	947	27 13 9	26 4 3	...	7
...	35	...	...	4	...	..	558	...	30	...	...	588	36 12 1	34 14 0	...	6
...	36	...	...	...	...	...	296	...	42	...	22	360	12 7 0	10 3 4	...	12
...	778	...	3	136	70	1,200	13,287	...	813	148	1,345	16,793	29 14 11	25 13 2	...	105
1,284	1,180	...	47	1,093	160	8,654	55,958	8,029	7,634	207	6,745	87,227	59 11 1	44 3 6	53	213
7,168	6,629	418	167	5,353	1,068	60,672	2,32,611	20,084	68,791	13,722	93,772	4,89,652	55 13 4	33 6 10	287	1,342

R. T. H. GRIFFITH,

Director of Public Instruction, N.-W. P. and Oudh.

SUBSIDIARY

Statistical Return of Female High and Middle Schools

District	Name or class of Institutions.	Number of Institutions.	Number of scholars on the rolls on 31st March, 1884.			Average number on the rolls during the year.	Average daily attendance.	Classification according to race or creed of the scholars on 31st March, 1884.		
			In High schools.	In Middle schools.	Total.			Europeans and Eurasians.	Native Christians.	Others.
1	2	3	4a	4b	4	5	6	7a	7b	7c
ENGLISH SCHOOLS.										
Dehra Dún	Aided ...	3	14	65	79	79·00	79·00	62	17	...
Agra	Ditto ...	1	...	10	10	10·00	9·00	10	...	...
Bareilly	Ditto. ...	1	...	18	18	18·00	18·00	...	18	...
Allahabad	Ditto. ...	5	70	156	226	209·00	203·00	223	3	...
Cawnpore	Ditto ...	2	21	31	52	53·00	51·00	49	3	...
Kumaun	Ditto ...	3	...	70	70	50·98	50·98	56	14	...
Lucknow	Ditto ...	3	8	46	54	50·00	47·00	31	23	...
Total, English Schools, North-Western Provinces and Oudh.		18	113	396	509	469·98	457·98	431	78	...

FORM No. 3.

(*English and Vernacular*), *for the official year* 1883-84.

Number of scholars on 31st March, 1884, learning				*Expenditure.*							*Annual cost of educating each scholar.*		*Number passed.*		Remarks.
English.	Vernacular.	Latin.	Persian.	Grants from Provincial revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Matriculation or other equivalent examination.	Middle school examination.	
8a	8b	8c	8d	9a	9b	9c	9d	9e	9f	9	10	11	12	13	14
				Rs.	Rs.	Rs.	Rs	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.			
79	18	29	...	1,234	270	...	9,663	...	7,300	18,467	233 12 2	19 0 7	...	...	
10	...	...	...	600	...	...	324	...	276	1,200	133 5 4	66 10 8	...	...	
18	17	...	16	...	300	...	...	...	580	1,480	82 3 7	50 0 0	...	...	
226	...	40	...	3,008	2,500	...	14,589	393	2,401	22,891	112 12 3	27 2 2	7	20	
52	36	14	...	...	3,000	...	3,422	...	1,912	8,334	163 6 7	58 13 2	2	31	
61	14	10	...	2,865	180	...	4,558	50	1,148	8,801	172 10 2	59 11 7	...	2	
54	52	3	19	475	1,008	711	708	...	2,655	5,557	118 3 10	31 8 10	...	...	
500	137	96	35	8,182	7,858	711	33,264	443	16,272	66,730	145 11 3	35 0 4	9	53	

R. T. H. GRIFFITH,

Director of Public Instruction, N.-W. P. and Oudh.

SUBSIDIARY

Statistical Return of Primary Schools (English and

Division	District	Name or class of Institutions	Number of Institutions.	Number of scholars on the rolls on 31st March, 1884. In upper division.	In lower division.	Total.	Average number on the rolls during the year.	Average daily attendance.	Classified according to race or creed of the scholars on 31st March, 1884. Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others
	1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e
		ENGLISH SCHOOLS.											
MEERUT.	Dehra Dún ...	Aided ...	5	129	218	347	358·00	303·00	128	13	174	30	2
	Saháranpur ...	Government ...	2	51	81	132	124·00	101·00	...	...	93	39	...
		Aided ...	3	65	233	298	296·00	222·00	51	1	161	85	...
		Total ...	5	116	314	430	420·00	323·00	51	1	254	124	...
	Muzaffarnagar,	Government ...	3	47	59	106	106 00	84·00	...	...	89	17	...
	Meerut ...	Government ...	4	104	184	288	273·00	229·00	1	...	231	56	...
		Aided ...	3	80	243	323	318 00	261·00	101	23	118	81	...
		Total ...	7	184	427	611	591·00	490 00	102	23	349	137	.
	Bulandshahr ...	Government ...	1	40	50	90	110 00	98 00	...	...	78	12	...
	Aligarh ...	Government ...	4	153	143	296	289 00	258 00	...	5	247	44	...
		Aided ...	3	78	43	121	121 00	96 00	25	1	40	55	...
		Total ..	7	231	186	417	410 00	354 00	25	6	287	99	...
	Total, Government ...		14	395	517	912	902 00	770 00	1	5	738	168	...
	Total, Aided ...		14	352	737	1,089	1,093·00	882 00	305	38	493	251	2
	GRAND TOTAL ...		28	747	1,254	2,001	1,995 00	1,652 00	306	43	1,231	419	2
AGRA.	Muttra ...	Government ...	1	73	102	175	183 29	156 65	...	...	156	19	...
		Unaided ...	1	20	40	60	65·66	53 93	...	...	55	5	...
		Total ...	2	93	142	235	248 95	210 58	...	...	211	24	...
	Agra ...	Aided ...	10	669	1,084	1,753	1,723 92	1,579 26	188	177	1,026	362	...
		Unaided ...	1	6	24	30	28 04	24 01	...	...	21	9	...
		Total ...	11	675	1,108	1,783	1,751 96	1,603·27	188	177	1,047	371	...
	Etáwah ...	Government ...	1	66	170	236	212 00	186 00	...	1	199	36	...
	Etah ...	Government ...	1	24	40	64	58 50	44 47	...	1	54	9	...
		Unaided ...	3	18	67	85	75 00	66·00	...	...	59	26	...
		Total ...	4	42	107	149	133·50	110 47	...	1	113	35	...
	Mainpuri ...	Government ...	1	56	29	85	90 91	81 09	..	...	76	9	...
		Aided * ...	1	33	28	61	61 00	48 38	...	3	50	8	...
		Total ...	2	89	57	146	151·91	129·47	..	3	126	17	...
	Farukhabad ...	Government ...	1	27	66	93	99 10	84·70	...	...	77	15	1
		Aided ...	2	51	175	226	221·60	182 20	9	3	184	30	...
		Total ...	3	78	241	319	320·70	266 90	9	3	261	45	1
	Total, Government ...		5	246	407	653	643 80	55-·91	..	2	562	88	1
	Total, Aided ...		13	753	1,287	2,040	2,006 52	1,809·84	197	183	1,260	400	...
	Total, Unaided ...		5	44	131	175	168·70	143 94	..	...	135	40	..
	GRAND TOTAL ...		23	1,043	1,825	2,868	2,819·02	2,506 69	197	185	1,957	528	1
ROHILKHAND.	Bijnor ...	Government ...	1	17	95	112	114·00	95 00	...	...	80	32	...
	Moradabad ...	Government ...	2	85	237	322	288·00	248·00	...	...	202	120	...
		Aided ...	4	35	268	303	275 00	221·00	15	63	157	66	2
		Total ...	6	120	505	625	563·00	469 00	15	63	359	186	2

* Expenditure included in Form No. II.

FORM No. 4.

Vernacular) for boys, for the official year 1883-84.

Number of scholars on 31st March, 1884, learning						*Expenditure.*							*Annual cost of educating each scholar.*		*Number passed.*	
English.	Vernacular.	Latin.	Arabic.	Persian.	Sanskrit.	Grants from Provincial Revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants	Other sources.	Total.	Total cost.	Cost to Government.	Upper division.	Lower division.
8a	8b	8c	8d	8e	8f	9a	9b	9c	9d	9e	9f	9	10	11	12	13
						Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.		
339	302	17	...	...	...	640	2,607	99	5,803	33	9,274	18,456	60 14 7	10 11 6	45	48
132	103	...	...	...	...	...	1,169	...	344	480	...	1,993	19 11 9	11 9 2	26	19
292	247	...	...	17	...	...	1,225	...	1,405	321	732	3,683	26 9 5	5 8 3	25	26
424	350	...	...	17	...	...	2,394	...	1,749	801	732	5,676	17 9 2	7 6 6	51	45
106	41	...	...	25	4	...	1,236	...	287	500	216	2,239	26 9 6	14 11 5	10	11
288	192	...	...	...	...	...	652	...	792	1,129	298	2,871	12 8 7	2 13 7	14	31
323	179	5	...	4	...	...	2,325	...	2,737	...	3,142	8,204	31 6 11	8 14 6	18	24
611	371	5	...	4	...	...	2,977	...	3,529	1,129	3,440	11,075	22 9 8	6 1 2	62	55
90	90	...	...	...	...	...	744	...	312	307	...	1,363	13 14 6	7 7 5	35	24
296	227	...	...	47	18	...	316	133	800	731	285	2,265	8 12 6	1 2 10	30	39
121	28	...	7	61	...	136	360	...	1,430	330	720	2,276	31 0 0	5 2 8	23	19
417	255	...	7	108	18	136	676	133	2,230	1,061	1,005	5,241	14 12 11	2 4 8	53	57
912	653	...	...	72	22	...	4,117	133	2,535	3,147	799	10,731	13 15 0	5 5 7	115	124
1,075	756	22	7	82	...	776	6,517	99	11,375	684	13,868	33,319	37 12 5	8 4 4	111	116
1,987	1,409	22	7	154	22	776	10,634	232	13,910	3,831	14,667	44,050	26 10 8	6 14 6	226	240
175	147	...	...	28	...	...	990	...	1,090	231	...	2,311	14 12 1	6 5 1	39	45
60	60	...	...	...	...	...	...	...	104	600	300	1,004	18 9 10	...	...	6
235	207	...	...	28	...	...	990	...	1,194	831	300	3,315	15 11 11	4 11 3	39	51
1,721	1,240	...	...	387	51	13,025	...	488	7,956	2,830	4,934	29,233	18 8 2	8 4 0	279	310
30	30	...	...	...	...	...	...	594	...	...	...	594	24 11 10	...	1	3
1,751	1,270	...	...	387	51	13,025	...	1,082	7,956	2,830	4,934	29,827	18 9 8	8 2 0	280	313
236	236	...	...	...	...	...	2,088	...	886	103	...	3,077	16 8 8	11 3 7	37	55
64	64	...	...	10	...	...	1,221	...	163	35	...	1,419	31 14 7	27 7 4	11	18
85	81	...	...	...	...	...	...	...	34	868	120	1,022	15 7 9	...	7	8
149	145	...	...	10	...	...	1,221	...	197	903	120	2,441	22 1 7	11 0 10	18	26
85	41	...	...	44	...	...	1,130	...	259	44	9	1,442	17 12 6	13 15 0	30	48
61	17	...	...	44	...	...	..	...	...	...	...	...	...	...	13	10
146	58	...	...	88	...	...	1,130	...	259	44	9	1,442	11 2 2	8 11 8	43	58
93	93	...	...	...	...	...	597	...	612	...	...	1,209	14 4 5	7 0 9	21	17
161	65	...	...	112	...	...	998	...	270	241	90	1,599	8 12 5	5 7 3	13	15
254	158	...	...	112	...	...	1,595	...	882	241	90	2,808	10 8 4	5 15 7	34	32
653	581	...	...	82	...	...	6,026	...	3,010	413	9	9,458	17 1 8	10 14 5	138	188
1,943	1,322	...	...	543	51	13,025	998	488	8,226	3,071	5,024	30,832	17 0 7	7 12 0	305	335
175	171	...	...	...	...	...	...	594	138	1,468	420	2,620	18 3 3	...	8	17
2,771	2,074	...	...	625	51	13,025	7,024	1,082	11,374	4,952	5,453	42,910	17 1 11	8 0 0	451	535
112	97	...	...	15	...	...	829	94	418	44	...	1,385	14 9 3	8 11 7	19	11
322	322	...	...	...	...	...	416	722	1,196	600	...	2,934	11 13 3	1 10 10	55	97
245	261	...	...	8	...	...	1,748	...	648	360	1,706	4,462	20 3 0	7 14 7	9	31
567	583	...	...	8	...	...	2,164	722	1,844	960	1,706	7,396	15 12 4	4 9 [illegible]	64	128

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Statistical Return of Primary Schools : English and

Division.	District.	Name or class of Institutions.	Number of institutions.	Number of scholars on the rolls on 31st March, 1884. In upper division.	In lower division.	Total.	Average number on the rolls during the year.	Average daily attendance.	Classification according to race or creed of the scholars on 31st March, 1884. Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans	Others.
	1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e
		English Schools.											
Rohilkhand.	Budaun ...	Government ...	2	32	93	125	126·00	116·00	...	...	84	41	...
		Aided ...	1	6	49	55	48·00	43 00	...	5	17	33	...
		Total ...	3	38	142	180	174 00	159 00	...	5	101	74	...
	Bareilly ...	Government ...	3	52	402	454	398·00	354·00	...	8	330	116	...
	Pilibhít ...	Government ...	1	21	38	59	59·00	45·00	...	...	46	13	...
	Sháhjahánpur,	Government ...	1	13	111	124	131·00	114·00	...	...	69	55	...
		Aided ...	1	25	101	126	140 00	110 00	3	117	4	2	...
		Total ...	2	38	212	250	271·00	224 00	3	117	73	57	...
	Total, Government ...		10	220	976	1,196	1,116·00	972·00	...	8	811	377	...
	Total, Aided ...		6	66	418	484	463·00	374·00	18	185	178	101	2
	Grand Total ...		16	286	1,394	1,680	1,579·00	1,346·00	18	193	989	478	2
Allahabad.	Allahabad ...	Government ...	1	111	159	270	222·00	188·00	...	1	203	66	...
		Aided ...	6	187	297	484	464·09	381 86	222	114	126	22	...
		Total ...	7	298	456	754	686 09	569·86	222	115	329	88	...
	Cawnpore ...	Government ...	1	113	174	287	276·03	205 64	...	...	226	59	2
		Aided ...	5	126	309	435	379·20	303·94	93	16	280	41	5
		Total ...	6	239	483	722	655·23	509 58	93	16	506	100	7
	Bánda ...	Government ...	1	30	34	64	73·16	61·08	...	1	38	25	...
		Aided ...	1	6	23	29	26 83	22 51	...	...	22	7	...
		Total ...	2	36	57	93	99·99	83·59	...	1	60	32	...
	Fatehpur ...	Government ...	1	35	88	123	137·90	115·75	...	...	86	37	...
	Hamírpur ...	Government ...	1	24	33	57	49·59	36·84	...	...	40	17	...
	Jaunpur ...	Government ...	1	24	188	212	190·00	155·00	...	...	115	97	...
		Aided ...	1	37	86	123	122·00	98·00	3	1	97	22	...
		Total ...	2	61	274	335	312·00	253·00	3	1	212	119	...
	Total, Government ...		6	337	676	1,013	948 68	762·31	...	2	708	301	2
	Total, Aided ...		13	356	715	1,071	992 12	806 31	318	131	525	92	5
	Grand Total ...		19	693	1,391	2,084	1,940·80	1,568·62	318	133	1,233	393	7
Benares.	Azamgarh ...	Aided ...	1	50	84	134	128·00	186·00	...	5	93	36	...
	Mirzapur ...	Government ...	1	23	82	105	107·91	81·41	...	...	89	14	2
		Aided ...	2	76	198	274	345·35	168·76	...	9	208	57	...
		Unaided ...	1	...	20	20	...	...	...	...	20	...	...
		Total ...	4	99	300	399	453·26	250·17	...	9	317	71	2
	Benares ...	Government ...	1	57	123	180	197·48	173·66	...	...	153	27	...
		Aided ...	7	346	812	1,158	1,169·40	824·57	19	74	942	123	...
		Unaided ...	2	121	18	139	146 00	114·90	32	...	100	7	...
		Total ...	10	524	953	1,477	1,512 88	1,113·13	51	74	1,195	157	...
	Gházipúr ...	Aided ...	5	218	179	397	355·91	305·94	32	8	248	109	...

FORM No. 4.

Vernacular) for boys, for the official year 1883-84—(continued).

Number of scholars on 31st March, 1884, learning						*Expenditure.*							*Annual cost of educating each scholar.*		*Number passed.*	
English.	Vernacular.	Latin.	Arabic.	Persian.	Sanskrit.	Grants from Provincial Revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Upper division.	Lower division.
8a	8b	8c	8d	8e	8f	9a	9b	9c	9d	9e	9f	9	10	11	12	13
						Rs.	Rs.	Rs.	Rs.	Rs.	Rs	Rs.	Rs. a. p.	Rs. a. p.		
125	75	...	...	50	...	...	555	...	347	700	...	1,602	13 13 6	4 12 7	22	25
55	55	...	...	...	...	...	320	...	41	120	109	590	13 11 6	7 7 1	5	32
180	130	...	...	50	...	...	875	...	388	820	109	2,192	13 12 7	5 8 1	27	57
454	382	...	...	72	...	...	3,064	...	1,417	1,631	61	6,173	17 7 0	8 10 5	46	50
59	29	...	3	24	3	...	...	...	23	917	...	940	20 14 3	...	15	20
124	112	...	...	12	...	...	1,331	...	407	301	...	2,039	17 14 2	11 10 10	25	24
93	126	...	...	...	...	...	1,570	...	...	...	2,310	3,880	35 4 4	14 4 4	8	10
217	238	...	...	12	...	...	2,901	...	407	301	2,310	5,919	26 6 9	12 15 3	33	34
1,196	1,017	...	3	173	3	...	6,195	816	3,808	4,193	61	15,073	15 8 1	6 5 11	182	227
393	442	...	...	8	...	...	3,638	...	689	480	4,125	8,932	23 14 1	9 11 8	22	73
1,589	1,459	...	3	181	3	...	9,833	816	4,497	4,6[illegible]8	4,186	24,005	17 13 4	7 4 10	204	300
270	270	...	...	...	...	...	768	53	*...	*86	...	907	4 13 2	...	22	33
440	350	...	...	19	...	1,005	3,470	...	2,851	934	3,056	11,316	29 10 2	11 11 6	39	54
710	620	...	...	19	...	1,005	4,238	53	2,851	1,020	3,056	12,223	21 7 2	9 3 2	61	87
287	170	...	1	116	...	...	1,442	10	927	...	...	2,379	11 9 1	7 0 2	65	98
366	344	...	...	38	6	1,660	1,980	...	3,642	240	2,693	10,215	33 9 9	11 15 7	67	91
653	514	...	1	154	6	1,660	3,422	10	4,569	240	2,693	12,594	24 11 5	9 15 7	132	189
64	17	...	...	33	14	...	911	...	276	...	...	1,187	19 6 2	14 14 7	14	14
19	7	...	...	12	10	...	78	...	...	...	132	210	9 5 3	3 7 5	8	6
83	24	...	...	45	24	...	989	...	276	...	132	1,397	16 10 10	11 13 4	22	20
123	90	...	...	33	...	...	2,229	...	394	106	...	2,729	23 9 3	19 4 1	23	16
57	46	...	...	11	...	...	1,597	...	199	...	...	1,796	48 12 0	43 5 7	7	4
212	23	...	...	189	...	...	602	...	513	200	...	1,315	8 7 9	3 14 2	7	19
123	28	...	...	95	...	...	755	394	200	50	54	1,453	14 13 3	7 11 3	12	30
335	51	...	...	284	...	...	1,357	394	713	250	54	2,768	10 15 1	5 5 10	19	49
1,013	616	...	1	382	14	...	7,549	63	2,309	392	...	10,313	13 8 5	9 14 5	138	184
948	729	...	...	164	16	2,665	6,283	394	6,693	1,224	5,935	23,194	28 12 3	11 1 7	126	181
1,961	1,345	...	1	546	30	2,665	13,832	457	9,002	1,616	5,935	33,507	21 7 10	10 8 4	264	365
134	31	...	...	102	1	...	600	...	255	...	345	1,200	6 9 3	3 3 3	42	34
105	53	...	7	34	11	...	1,635	...	614	...	...	2,249	27 8 0	20 1 4	16	11
274	158	...	...	115	1	...	696	387	277	...	324	1,684	9 15 4	4 2 0	6	...
20	20	...	...	...	...	...	...	...	10	...	170	180	...	...	...	...
399	231	...	7	149	12	...	2,331	387	901	...	494	4,113	16 7 1	9 5 1	22	32
180	123	...	...	40	17	1,621	...	...	1,396	...	...	3,017	17 5 11	9 5 4	77	34
750	917	...	...	81	20	1,700	2,892	276	2,053	400	4,659	11,980	14 8 5	5 8 11	139	155
120	88	5	...	19	...	...	...	50	150	180	478	858	7 7 6	...	44	8
1,050	1,128	5	...	140	37	3,321	2,892	326	3,599	580	5,137	15,855	14 3 10	5 9 3	260	211
385	210	...	...	190	14	...	2,220	189	1,277	190	662	4,738	15 7 3	7 4	53	76

* Rs. 1,220 on account of fees, and Rs. 338 on account of municipal grant, have not been taken into account here, as the income from fees exceeded the total expenditure.

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Statistical Return of Primary Schools (English and

Division.	District.	Name or class of Institutions.	Number of Institutions.	Number of scholars on the rolls on 31st March, 1884. In upper division.	In lower division.	Total.	Average number on the rolls during the year.	Average daily attendance	Classification according to race or creed of the scholars on 31st March, 1884. Europeans and Eurasians.	Native Christians	Hindus.	Muhammadans.	Others.
	1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e
		ENGLISH SCHOOLS											
BENARES.	Gorakhpur ...	Aided ...	1	140	108	248	240 79	180·87	...	43	150	52	3
		Unaided ...	1	...	19	19	16·50	13 50	...	...	19	...	...
		Total ...	2	140	127	267	257·29	193 87	..	43	169	52	3
	Basti ...	Aided ...	1	71	49	120	117·00	90 00	...	...	99	21	...
		Unaided ...	1	...	43	43	39 00	32·00	...	...	38	5	...
		Total ...	2	71	92	163	156 00	122 00	...	...	137	26	...
	Ballia ...	Aided ...	1	77	148	225	189·20	150 80	...	...	193	26	...
	Total, Government ...		2	80	205	285	305 39	255·07	...	...	242	41	2
	Total, Aided ...		18	978	1,578	2,556	2,540·65	1,906 44	51	139	1,939	424	3
	Total, Unaided ...		5	121	100	221	201 50	160 40	32	...	177	12	...
		GRAND TOTAL ...	25	1,179	1,883	3,062	3,047 54	2,321·91	83	139	2,358	477	5
JHÁNSI.	Jalaun ...	Government ...	3	24	131	155	144 00	124 00	...	...	109	46	...
	Jhánsi ...	Government ...	1	11	70	81	75 00	65·00	...	...	68	13	...
		Unaided ...	1	...	24	24	20 00	17·00	...	...	24	...	...
		Total ...	2	11	94	105	95 00	82·00	...	...	92	13	...
	Lalitpur ...	Government ...	1	9	68	77	70 00	53·00	...	...	58	12	7
	Total, Government ...		5	44	269	313	289 00	242 00	...	...	235	71	7
	Total, Unaided ...		1	...	24	24	20 00	17·00	...	...	24	...	...
		GRAND TOTAL ...	6	44	293	337	309 00	259 00	...	...	259	71	7
KUMAUN.	Kumaun ...	Government ...	1	3	26	29	28 00	26 00	...	2	26	1	...
		Aided ...	4	73	597	670	661·00	543·00	...	22	630	18	...
		Total ...	5	76	623	699	689 00	569·00	...	24	656	19	...
	Garhwál ...	Aided ...	2	95	162	257	219 00	173 00	...	21	228	7	1
	Total, Government ...		1	3	26	29	28·00	26 00	...	2	26	1	...
	Total, Aided ...		6	168	759	927	880 00	716 00	...	43	858	25	1
		GRAND TOTAL ...	7	171	785	956	908·00	742 00	...	45	884	26	1
N.-W. P.	Total, Government Schools ...		43	1,325	3,076	4,401	4,932 87	3,580 29	1	19	3,399	1,047	12
	Total, Aided Schools ...		79	2,673	5,494	8,167	7,975·29	6,494 59	889	719	5 253	1,293	13
	Total, Unaided Schools ...		11	165	255	420	390 20	321·34	32	...	330	52	...
	GRAND TOTAL OF ENGLISH SCHOOLS, NORTH-WESTERN PROVINCES.		124	4,163	8,825	12,988	12,598 36	10 396·22	922	738	8,911	2,392	25
LUCKNOW.	Lucknow ..	Aided ...	9	291	1,299	1,590	1,442 20	1,162·10	12	43	1,087	445	3
		Unaided ...	1	...	121	121	124 00	85 00	...	...	121	...	...
		Total ...	10	291	1,420	1,711	1,566·20	1,247·10	12	43	1,208	445	3
	Bara Banki ...	Government ...	3	46	230	276	244 00	206·00	...	...	218	58	...
	Unao ...	Government ...	2	42	193	235	231 00	199 00	...	1	133	101	...
SITAPUR.	Sitapur ...	Government ...	5	48	244	292	299 00	253 00	...	...	184	108	...
		Aided ...	2	27	168	195	202 00	175·00	...	...	132	63	...
		Unaided ...	1	...	25	25	25·00	20 00	...	1	7	17	...
		Total ...	8	75	437	512	526 00	448·00	...	1	323	188	...
	Hardoi ...	Government ...	2	65	148	213	199·00	168·00	..	3	157	53	..
	Kheri ...	Government ...	2	27	77	104	98·00	60 00	...	1	80	23	...
		Aided ...	1	4	40	44	40 00	29 00	...	34	10	..	...
		Total ...	3	31	117	148	138·00	109 00	...	35	90	23	...

FORM No. 4.

Vernacular) for boys for the official year 1883-84—(continued).

Number of scholars on 31st March, 1884, learning						*Expenditure.*							*Annual cost of educating each scholar.*		*Number passed.*	
English.	Vernacular	Latin.	Arabic.	Persian.	Sanskrit.	Grants from Provincial Revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources	Total.	Total cost	Cost to Government.	Upper division.	Lower division.
8a	8b	8c	8d	8e	8f	9a	9b	9c	9d	9e	9f	9	10	11	12	13
						Rs.	Rs.	Rs.	Rs.	Rs	Rs.	Rs.	Rs. a. p	Rs. a. p		
248	61	...	...	184	3	...	820	...	499	...	465	1,784	9 14 3	4 8 8	55	42
19	...	...	...	...	...	...	...	300	...	...	...	300	22 3 6	...	...	...
267	61	...	..	184	3	...	820	300	499	...	465	2,084	10 12 0	4 3 8	55	42
120	71	...	...	49	...	...	357	...	160	...	446	963	10 11 2	3 15 5	37	39
43	...	...	...	...	..	...	...	300	...	...	...	300	9 6 0	...	...	7
163	71	...	...	49	...	...	357	300	160	...	446	1,263	10 5 8	2 14 10	37	46
225	199	...	...	26	...	...	806	...	522	76	129	1,533	10 2 6	5 5 6	27	27
285	176	...	7	74	28	1,621	1,635	...	2,010	...	..	5,266	20 10 3	12 12 2	93	49
2,136	1,647	...	...	747	39	1,700	8,391	852	5,043	666	7,230	23,882	12 10 7	5 5 5	109	405
202	108	5	...	19	...	...	...	650	160	180	648	1,638	8 9 8	...	44	15
2,623	1,931	5	7	840	67	3,32	10,026	1,502	7,213	846	7,878	30,786	13 4 1	5 11 11	496	469
144	112	...	...	...	...	..	1,048	...	166	417	437	2,068	16 10 10	8 7 3	6	7
74	45	...	...	36	...	...	911	...	204	...	24	1,139	17 8 4	14 0 3	4	5
24	...	..	...	...	..	..	...	...	...	...	365	365	21 7 6	...	...	...
98	45	...	...	36	...	...	911	...	204	...	389	1,504	18 5 6	11 1 9	4	5
60	77	...	..	...	...	...	826	...	170	...	..	996	18 12 8	15 9 4	3	2
278	234	...	...	36	...	...	2,785	...	540	417	461	4,203	17 5 10	11 8 1	13	14
24	..	...	...	...	...	..	...	...	..	.	365	365	21 7 6	...	...	...
302	234	...	...	36	...	...	2,785	...	540	417	826	4 568	17 10 2	10 12 1	13	14
29	...	...	..	...	...	...	...	...	...	100	...	100	4 0 0	4 0 0	1	4
397	590	...	..	...	76	...	2,020	...	1,321	18	961	4,320	8 0 0	4 0 0	34	52
426	590	...	...	...	76	...	2,020	...	1,321	118	961	4,420	8 0 0	4 0 0	35	56
135	257	...	...	35	72	...	1,421	...	201	...	1,093	2,715	16 0 0	8 0 0	19	37
29	...	...	..	...	...	...	...	...	...	100	...	100	4 0 0	4 0 0	1	4
532	847	...	...	35	148	...	3,441	...	1,522	18	2,054	7,035	10 0 0	5 0 0	53	89
561	847	...	..	35	148	.	3,441	...	1,522	118	2,054	7,135	10 0 0	5 0 0	54	93
4,366	3 277	...	11	819	67	1,621	28,307	1,012	14,212	8,662	1,330	55,144	15 6 5	8 5 8	680	785
7,027	5,743	22	7	1,579	254	18,166	29,268	1,833	33,548	6,143	38,236	1,27,194	19 9 4	7 4 10	976	1,199
401	279	5	...	19	...	...	...	1,244	208	1 648	1,439	4,623	14 6 2	...	52	32
11,794	9,299	27	18	2,417	321	19,787	57,575	4,089	48,058	16,453	40,999	1,86,961	17 15 8	7 7 0	1,708	2,016
1,314	1,478	...	10	196	38	1,681	3,598	909	2,484	...	3,629	12,301	10 9 4	4 8 8	89	124
55	66	..	...	...	...	...	...	...	37	...	443	480	5 10 5	...	...	...
1,369	1,544	...	10	196	38	1,681	3,598	909	2,521	...	4,072	12,781	10 3 11	4 3 8	89	124
145	194	..	...	94	...	...	600	...	512	140	...	1,352	6 8 11	2 14 7	12	32
164	51	...	...	183	1		1,565	...	504	...	...	2,069	10 6 5	7 13 10	7	28
149	221	...	...	179	...	...	1,191	...	597	312	...	2,100	8 4 9	4 11 3	18	48
92	195	...	..	53	5	..	905	...	143	45	835	1,928	11 0 3	5 2 9	8	11
2	23	...	...	9	...	..	...	72	...	...	...	80	4 0 0	...	...	...
243	439	...	...	241	5		2,096	72	748	357	835	4,108	9 2 8	4 10 10	26	59
140	120	...	...	81	...	...	599	...	574	152	...	1,325	7 14 2	3 9 1	11	36
74	62	...	...	55	...	...	402	...	276	...	73	751	9 6 1	5 0 5	6	13
20	80	...	...	...	...	...	61	...	...	...	175	236	8 2 6	2 1 11	...	2
94	142	..	...	55	...	...	463	...	276	...	248	987	9 0 11	4 4 0	6	15

SUBSIDIARY

Statistical Return of Primary Schools (English and

Division.	District.	Name or class of Institutions.	Number of Institutions.	Number of scholars on the rolls on 31st March, 1884. In upper division	In lower division.	Total.	Average number on the rolls during the year.	Average daily attendance.	Classification according to race or creed of the scholars on 31st March, 1884. Europeans and Eurasians	Native Christians.	Hindus.	Muhammadans.	Others.
	1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	9e
		English Schools.											
Fyzabad	Fyzabad ...	Government ...	5	102	473	575	573 00	481·00	...	2	405	163	5
	Gonda ...	Government ...	3	64	223	287	264·00	226·00	...	1	220	66	...
		Aided ...	1	46	101	147	145·00	94 00	...	...	133	14	...
		Total ...	4	110	324	434	409 00	320 00	...	1	353	80	...
	Bahraich ...	Government ...	3	48	185	233	220 00	176 00	...	3	92	138	...
		Aided ...	2	38	183	221	213 00	179 00	...	3	124	94	...
		Unaided ...	1	...	125	125	116 00	93 00	...	...	31	94	...
		Total ...	6	86	493	579	549 00	448·00	...	6	247	326	...
Rae Bareli	Rae Bareli ...	Government ...	4	54	230	284	265 00	242 00	...	1	178	105	...
		Unaided ...	1	...	102	102	95·00	69·00	...	2	69	31	...
		Total ...	5	54	332	386	360 00	311 00	...	3	247	136	...
	Sultanpur ...	Government ...	2	35	118	153	148 00	123 00	...	...	107	46	...
	Partabgarh ...	Government ...	2	55	127	182	167·00	151 00	...	...	138	44	...
Oudh.		Total, Government ...	33	586	2,248	2,834	2,708·00	2,305 00	...	12	1,912	905	5
		Total, Aided ...	15	406	1,791	2,197	2,042·20	1,639 10	12	80	1,486	616	3
		Total, Unaided ...	4	...	373	373	360 00	267·00	...	3	228	142	...
		Grand Total of English Schools, Oudh.	52	992	4,412	5,404	5,110·20	4,211·10	12	95	3,626	1,663	8
		Grand Total of English Schools, North-Western Provinces and Oudh.	176	5,155	13,237	18,392	17,708·56	14,607 32	934	833	12,537	4,055	33
		Vernacular Schools.											
Meerut.	Dehra Dún ...	Government ...	26	157	682	839	817 00	626 00	...	1	771	67	...
		Aided ...	1	...	85	85	92·00	54 00	...	85	...	...	...
		Total ...	27	157	767	924	909 00	680 00	...	86	771	67	...
	Sahéranpur ...	Government ...	130	419	3,553	3,972	4,032·00	3,177·00	...	...	2,276	1,696	...
		Aided ...	2	29	66	95	95·00	95 00	...	93	2	...	...
		Total ...	132	448	3,619	4,067	4,127 00	3,272 00	...	93	2,278	1,696	...
	Muzaffarnagar,	Government ...	113	589	3,257	3,846	3,654 00	2,820·00	...	...	2,830	1,016	...
	Meerut ...	Government ...	186	795	5,330	6,125	5,928·00	4,879·00	...	...	4,762	1,363	...
	Bulandshahr ...	Government ...	115	893	3,781	4,674	4,507 00	3,901·00	...	...	3,842	832	...
		Aided ...	1	12	34	46	50 00	33 00	...	...	38	8	...
		Total ...	116	905	3,815	4,720	4,557·00	3,934 00	...	...	3,880	840	...
	Aligarh ...	Government ...	187	1,045	4,840	5,885	5,265·00	4,938·00	...	...	5,393	492	...
		Total, Government ...	757	3,898	21,443	25,341	24,203 00	20,341 00	...	1	19,874	5,466	...
		Total, Aided ...	4	41	185	226	237 00	182 00	...	176	40	8	...
		Grand Total ...	761	3,939	21,628	25,567	24,440 00	20,523·00	...	179	19,914	5,474	...
Agra.	Muttra ...	Government ...	133	848	4,146	4,994	4,936 63	4,082 41	...	...	4,723	271	...
	Agra ...	Government ...	190	1,019	3,891	4 910	4,646 27	3,682 38	...	...	4,739	171	...
	Etawah ...	Government ...	121	801	2,914	3,715	3,420·69	2,754 78	...	2	3,625	88	...
	Etah ...	Government ...	125	1,060	3,487	4,547	4,427·00	3,596·00	...	...	3,939	608	...
	Mainpuri ...	Government ...	107	791	2,786	3,577	3,347·60	2,815 40	...	...	3,326	251	...
	Farukhabad ...	Government ...	135	1,104	3,332	4,436	4,401 68	3,661·18	...	2	4,148	286	...
		Total, Government ...	811	5,623	20,556	26,179	25,179 87	20,591·85	...	4	24,500	1,675	...

FORM No. 4.

Vernacular) for boys, for the official year 1883-84—(continued).

Number of scholars on 31st March, 1884, learning.						*Expenditure.*							*Annual cost of educating each scholar.*		*Number passed.*	
English.	Vernacular.	Latin.	Arabic.	Persian.	Sanskrit.	Grants from Provincial Revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total	Total cost.	Cost to Government.	Upper division.	Lower division.
8a	8b	8c	8d	8e	8f	9a	9b	9c	9d	9e	9f	9	10	11	12	13
						Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p		
228	444	...	...	146	...	...	2,885	...	1,059	480	...	4,424	9 3 2	6 0 0	29	68
143	141	...	...	132	...	...	830	24	539	160	...	1,553	6 13 11	3 10 9	17	38
107	147	...	...	...	...	...	572	...	61	...	609	1,242	13 3 4	6 1 3	8	12
250	288	...	...	132	...	...	1,402	24	600	160	609	2,795	8 11 9	4 6 1	25	50
157	208	...	...	132	...	...	1,483	...	253	240	22	1,998	11 5 8	8 6 10	12	42
70	225	...	...	13	...	...	456	360	79	...	452	1,347	7 8 5	2 8 9	15	33
58	111	...	...	16	...	...	...	...	...	...	273	273	2 14 11	..	...	...
285	544	...	...	161	...	...	1,939	360	332	240	747	3,618	8 1 3	4 5 3	27	75
161	166	...	...	143	...	...	1,077	...	622	324	...	2,023	8 5 9	4 7 2	24	82
47	85	...	...	13	...	...	...	...	...	...	697	697	10 1 6	...	...	...
208	251	...	...	156	...	...	1,077	...	622	324	697	2,720	8 11 11	3 7 5	24	82
126	134	...	...	63	...	...	651	...	372	325	120	1,468	11 15 0	5 4 9	22	23
125	57	...	...	106	...	...	916	...	710	...	120	1,746	11 9 0	6 1 0	26	51
1,612	1,798	...	...	1,314	1	...	12,199	24	6 018	2,233	335	20,809	9 0 5	5 4 8	184	463
1,603	2,125	...	10	262	43	1,681	5,592	1,269	2,767	45	5,700	17,054	10 6 5	4 6 11	120	182
162	285	...	...	38	...	...	...	72	45	...	1 413	1,530	5 11 8	...	...	...
3,377	4,208	...	10	1,614	44	1,681	17,791	1,365	8,830	2,278	7,448	39,393	9 5 8	4 9 11	304	645
15,171	13,507	27	28	4,03:	365	21,468	75,366	5 454	56,888	18,731	48,447	2,26,354	15 7 11	6 10 0	2,012	2,561
...	839	...	...	50	...	...	2,890	...	59	466	...	3,415	5 7 3	4 9 10	32	92
...	85	...	...	...	...	...	240	...	11	...	949	1,200	22 3 7	4 7 1	...	6
...	924	...	...	50	...	...	3,130	...	70	466	949	4,615	6 12 7	4 9 8	32	98
...	3,972	...	...	...	...	...	11,069	...	286	656	136	12,147	3 13 2	3 7 9	67	255
39	95	...	...	...	...	...	1,980	...	10	...	2,572	4,562	48 0 4	20 13 6	3	3
39	4,067	...	...	...	...	...	13,049	...	296	656	2,708	16,709	5 1 8	3 15 10	70	258
...	3,845	...	...	1,665	15	...	11,427	...	318	144	...	11,889	4 3 5	4 0 10	79	280
...	6,125	...	...	...	...	...	20,603	...	711	1,061	...	22,375	4 9 4	4 3 6	101	347
...	4,674	...	...	290	...	...	18,423	144	500	894	410	20,371	5 3 7	4 11 7	154	416
11	46	...	...	...	...	...	60	...	35	...	660	755	22 14 1	1 13 1	6	...
11	4,720	...	...	290	...	...	18,483	144	535	894	1,070	21,126	5 5 11	4 11 2	160	416
...	5,885	...	...	...	...	...	22,968	...	501	798	...	24,267	4 14 8	4 10 5	191	570
...	25,341	...	...	2,005	15	...	87,380	144	2,375	4,019	546	94,464	4 10 4	4 4 9	624	1,960
50	226	...	...	...	...	...	2,280	...	56	...	4,181	6,517	35 12 11	12 8 5	9	9
50	95,567	...	...	2,005	15	...	89,660	144	2,431	4,019	4,727	1,00,981	4 14 9	4 5 11	633	1,969
...	4,094	...	...	...	...	...	16,187	...	316	355	...	16,858	4 2 0	3 15 5	101	423
...	4,816	...	...	94	...	...	17,737	...	91	258	...	18,086	4 14 7	4 13 1	107	276
...	3,715	...	...	...	...	...	11,108	...	262	430	...	11,800	4 4 7	4 0 6	174	374
...	4,547	...	...	218	...	...	10,986	152	67	884	...	12,089	3 5 9	3 0 11	186	508
...	3,577	...	...	...	...	...	11,907	75	750	112	26	12,870	4 9 2	4 3 6	114	287
...	4,436	...	...	...	...	...	15,131	...	189	222	...	15,542	4 3 11	4 2 1	243	580
...	26,085	...	...	312	...	...	83,056	227	1,675	2,261	26	87,245	4 3 9	4 0 6	52[illegible]	2,448

SUBSIDIARY

Statistical Return of Primary Schools (English and

Division.	District.	Name or class of Institutions	Number of Institutions.	Number of scholars on the rolls on 31st March, 1884. In upper division.	In lower division.	Total	Average number on the rolls during the year.	Average daily attendance	Classification according to race or creed of the scholars on 31st March, 1884. Europeans and Eurasians.	Native Christians.	Hindus	Muhammadans.	Others.
	1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e
Rohilkhand.	Bijnor ...	Government ...	107	735	3,112	3,847	3,713 00	3,154 00	...	...	2,314	1,533	...
		Aided ...	1	29	67	96	98 00	92 00	...	...	47	49	...
		Total ...	108	764	3,179	3,943	3,811 00	3,246·00	...	...	2,361	1,582	...
	Moradabad ...	Government ...	128	562	3,441	4,003	3,850 00	2,947 00	...	...	2,529	1,474	...
		Aided ...	2	14	168	182	180·00	148·00	...	4	141	37	...
		Total ...	130	576	3,609	4,185	4,030·00	3,095 00	...	4	2,670	1,511	..
	Budaun ...	Government ...	125	799	3,094	3,893	3,862 00	3,181 00	..	...	2,954	939	...
		Aided ...	1	7	25	32	37 00	32·00	...	1	11	20	...
		Total ...	126	806	3,119	3,925	3,899 00	3,213·00	...	1	2,965	959	...
	Bareilly ...	Government ...	126	578	4,122	4,700	4,580·00	3,629 00	...	...	3,326	1,374	..
		Aided ...	1	6	38	44	44·00	41 00	...	4	33	7	...
		Unaided ...	2	6	49	55	48·00	43 00	...	...	21	34	...
		Total ...	129	590	4,209	4,799	4,672 00	3,713 00	...	4	3,380	1,415	...
	Pilibhít ...	Government ...	62	359	1,918	2,277	2,271·00	1,892 00	...	...	1,643	634	...
	Sháhjahánpur,	Ditto ...	111	358	3,326	3,684	3,571·00	2,893 00	...	...	3,190	494	...
		Aided ...	2	15	146	161	152 00	113·00	...	9	110	21	21
		Total ...	113	373	3,472	3,845	3,723 00	3,006·00	...	9	3,300	515	21
	Total, Government ...		659	3,391	19,013	22,404	21,847·00	17,696·00	...	...	15,956	6,448	...
	Total, Aided ...		7	71	444	515	511·00	426 00	...	18	342	134	21
	Total, Unaided ...		2	6	49	55	48·00	43 00	...	...	21	34	..
	Grand Total ...		668	3,468	19,506	22,974	22,406·00	18,165·00	...	18	16,319	6,616	21
Allahabad	Allahabad ...	Government ...	137	895	3,121	4,016	3,903 00	3,396 00	...	..	2,588	1,433	...
	Cawnpore ...	Ditto ...	177	1,288	4,675	5 963	5,689 00	4,786·00	...	...	5,798	165	...
	Banda ...	Ditto ...	127	812	3,354	4,166	3,888·00	3,349 00	...	...	3,781	385	...
	Fatehpur ...	Ditto ...	89	480	3,250	3,730	3,484 24	2,782·47	...	...	3,328	402	...
	Hamírpur ...	Ditto ...	61	732	2,098	2,830	2,873·00	2 306 00	...	...	2,570	260	...
	Jaunpur ...	Ditto ...	141	1,070	4,514	5,584	5,193 00	4,538·00	...	...	5,159	425	...
	Total, Government ...		732	5,277	21,012	26,289	25,030·24	21,157·47	..	...	23,219	3,070	..
Benares.	Azamgarh ...	Government ...	148	979	5,458	6,437	5,938 14	4,683 46	..	...	5,533	904	...
		Aided ...	3	...	80	80	78 00	70·00	..	...	61	19	...
		Total ...	151	979	5,538	6,517	6,016·14	4,753 46	..	...	5,594	923	...
	Mirzapur ...	Government ...	124	671	4,070	4,741	4,266·43	4,038·97	...	1	4,358	351	31
		Aided ...	8	38	173	211	216 70	163 90	...	7	189	15	...
		Total ...	132	709	4,243	4,952	4,483·13	4,202·87	..	8	4,547	366	31
	Benares ...	Government ...	100	587	3,291	3,878	3,700·37	2,933·07	...	...	3,742	136	...
		Aided ...	2	...	71	71	72 00	56·00	..	...	68	3	...
		Total ...	102	587	3,362	3,949	3,772·37	2 989 07	...	...	3,810	139	...
	Gházipur ...	Government ...	117	842	3,992	4,834	3,934·04	4,163·27	...	...	4,234	600	..
		Aided ...	2	25	46	71	57·74	62·30	...	5	44	22	...
		Total ..	119	867	4,038	4,905	3,991 78	4,225 57	...	5	4,278	622	...
	Gorakhpur ...	Government ...	187	1,373	6,496	7,869	7,559·76	6,170·[illegible]9	...	...	7,408	461	...
		Aided ...	12	12	566	578	393·12	400 63	...	35	492	51	...
		Total ...	199	1,385	7,062	8,447	8,982·88	6,571·42	...	35	7,900	512	...

FORM No. 4.

Vernacular) for boys, for the official year 1883-84—(continued).

Number of scholars on 31st March, 1884. learning						*Expenditure.*							*Annual cost of educating each scholar.*		*Number passed.*	
English.	Vernacular.	Latin.	Arabic.	Persian.	Sanskrit.	Grants from Provincial Revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Upper division.	Lower division.
8a	8b	8c	8d	8e	8f	9a	9b	9c	9d	9e	9f	9	10	11	12	13
						Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.		
...	3,847	...	...	1,755	...	...	11,389	...	310	309	...	12,008	3 12 11	3 9 9	222	473
...	96	...	...	64	...	...	170	190	55	...	...	415	4 8 2	1 13 7	5	14
...	3,943	...	...	1,819	...	..	11,559	190	365	309	...	12,423	3 13 3	3 9 0	227	487
...	3,958	...	13	1,094	10	...	12,471	...	268	1,028	153	13,920	4 11 7	4 3 8	149	503
8	137	...	...	34	3	...	204	...	80	...	484	768	5 3 0	1 6 1	4	14
8	4,095	...	13	1,128	13	...	12,675	...	348	1,028	637	14,688	4 11 11	4 1 6	153	517
...	3,893	...	..	1,278	...	...	11,950	...	369	441	...	12,760	4 0 2	3 12 1	164	356
...	32	...	...	...	...	...	80	...	34	...	50	164	5 2 0	2 8 0	1	4
...	3,925	..	...	1,278	...	...	12,030	..	403	441	50	12,924	4 0 4	3 11 11	165	360
...	4,700	...	...	1,508	...	...	12,771	...	156	...	...	12,927	3 9 0	3 8 4	130	273
...	42	...	2	...	...	...	60	210	14	...	...	284	6 14 10	1 7 5	1	2
...	55	...	...	42	...	...	...	346	...	...	83	429	9 15 8	...	...	...
...	4,797	...	2	1,550	...	...	12,831	556	170	...	83	13,640	3 10 9	3 7 3	131	275
...	2,200	...	20	249	24	...	5,824	...	73	1,491	...	7,388	3 14 6	3 1 3	113	252
...	3,684	...	...	89	32	...	11,337	...	288	1,699	72	13,396	4 10 1	3 14 8	105	347
...	161	...	...	...	...	...	192	288	16	...	248	744	6 9 4	1 11 2	2	7
...	3,845	...	..	89	32	...	11,529	288	304	1,699	320	14,140	4 11 3	3 13 4	107	354
...	22,282	...	33	5,973	66	...	65,742	...	1,464	4,968	225	72,399	4 1 6	3 11 5	883	2,204
8	468	...	2	98	3	...	706	688	199	...	782	2,375	5 9 2	1 10 6	13	41
...	55	...	...	42	...	...	...	346	...	...	83	429	9 15 8	...	...	...
8	22,805	...	35	6,113	69	...	66,448	1,034	1,663	4,968	1,090	75,203	4 2 3	3 10 6	896	2,245
...	4,016	...	.	...	...	...	17,198	...	...	...	...	17,198	5 1 0	5 1 0	207	420
...	5,968	...	...	...	...	...	20,188	...	203	713	...	21,104	4 6 7	4 3 6	320	517
...	4,166	...	...	...	...	...	16,123	...	210	331	...	16,664	4 15 7	4 13 0	32	472
...	3,730	...	...	...	...	...	11,523	...	201	205	...	11,929	4 4 7	4 2 3	70	247
...	2,830	...	...	6	...	...	8,480	...	77	...	...	8,557	3 11 4	3 10 10	39	255
...	5,584	...	...	375	...	...	14,175	...	250	551	...	14,976	3 4 10	3 2 0	115	369
...	26,289	...	...	381	...	...	87,687	...	941	1,800	...	90,428	4 4 5	4 2 4	783	2,280
...	6,437	...	42	615	...	...	16,086	...	...	135	...	16,221	3 7 4	3 6 10	193	438
...	80	...	...	...	...	...	180	...	60	...	180	420	6 0 0	2 9 1	...	...
...	6,517	...	42	615	...	...	16,266	...	60	135	180	16,641	3 8 0	3 6 4	193	438
...	4,645	...	25	54	17	...	10,432	1,906	147	681	...	13,166	3 4 2	2 9 3	251	165
...	157	...	...	37	17	...	367	96	122	...	533	1,118	6 13 2	2 3 10	23	...
...	4,802	...	25	91	34	...	10,799	2,002	269	681	533	14,284	3 6 3	2 9 1	274	165
...	3,878	...	...	...	...	...	8,287	...	16	898	...	9 201	3 2 2	2 12 10	91	138
...	71	...	...	...	...	...	54	...	...	...	138	192	3 6 10	0 15 5	...	...
...	3,949	...	...	...	...	...	8,341	...	16	898	138	9,393	3 2 3	2 12 8	91	138
...	4,834	...	...	78	...	..	12,042	...	88	207	...	12,337	2 15 5	2 14 3	412	353
...	35	...	12	22	...	...	220	...	52	48	203	523	8 6 3	3 8 6	...	9
...	4,869	...	12	100	...	...	12,262	...	140	255	203	12,860	3 0 8	2 14 5	412	362
...	7,740	...	...	129	...	...	17,043	...	96	405	...	17,544	2 13 6	2 12 0	540	2,374
...	521	...	...	82	...	...	1,067	83	216	600	576	2,542	6 5 6	2 10 7	10	68
...	8,261	...	...	211	...	...	18,110	83	312	1,005	576	20,086	3 0 11	2 12 1	550	2,442

SUBSIDIARY

Statistical Return of Primary Schools (English and

Division	District.	Name or class of Institutions.	Number of Institutions.	Number of scholars on the rolls on 31st March, 1884. In upper division.	In lower division.	Total.	Average number on the rolls during the year.	Average daily attendance.	Classification according to race or creed of the scholars on 31st March, 1884. Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.
	1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e
Benares—(concluded)	Basti ...	Government ...	134	818	4,538	5,351	5,002·99	4,484·43	...	...	5,006	345	...
	Ballia ...	Ditto ...	85	595	3,426	4,021	3,614·87	3,409·35	...	...	3,698	323	...
	Total, Government ...		895	5,860	31,271	37,131	34,016·60	29,883 34	...	1	33,979	3,120	31
	Total, Aided ...		27	75	936	1,011	947·56	752 83	...	47	854	110	...
	Grand Total ...		922	5,935	32,207	38,142	34,964·16	30,636 17	...	48	34,833	3,230	31
Jalaun	Jalaun ...	Government ...	79	333	2,032	2,365	2,293·00	1,862·00	...	...	2,250	115	...
		Unaided ...	4	10	92	102	107·00	85 00	...	...	97	5	...
		Total ...	83	343	2,124	2,467	2,400 00	1,947·00	...	...	2,347	120	...
	Jhánsi ...	Government ...	54	195	1,580	1,775	1,748·00	1,377·00	...	...	1,705	70	...
		Unaided ...	3	...	68	68	68 00	45 00	...	...	68	...	...
		Total ...	57	195	1,648	1,843	1,816·00	1,422·00	...	...	1,773	70	...
	Lalitpur ...	Government ...	25	117	740	857	851·00	677·00	...	...	842	15	...
	Total, Government ...		158	645	4,352	4,997	4,892·00	3,916·00	...	...	4,797	200	...
	Total, Unaided ...		7	10	160	170	175·00	130·00	...	...	165	5	...
	Grand, Total ...		165	655	4,512	5,167	5,067·00	4,046·00	...	...	4,962	205	...
Kumaun	Kumaun ...	Government ...	116	913	5,721	6,634	6,294·00	3,844·00	...	...	6,586	48	...
		Aided ...	13	40	768	808	863·00	579 00	...	1	729	78	...
		Total ...	129	953	6,489	7,442	7,157·00	4,423·00	...	1	7,315	126	...
	Garhwál ...	Government ...	53	322	2,600	2,922	2,498·00	1,728 00	...	...	2,842	...	80
	Tarái ...	Ditto ...	12	128	378	506	459 00	379·00	...	...	439	67	...
	Total, Government ...		181	1,363	8,699	10,062	9,251·00	5,951·00	...	...	9,867	115	80
	Total, Aided ...		13	40	768	808	863·00	579·00	...	1	729	78	...
	Grand Total ...		194	1,403	9,467	10,870	10,114 00	6,530·00	...	1	10,596	193	80
N.-W. P.	Total, Government ...		4,193	26,057	126,346	152,403	144,419·71	119,536·66	...	6	132,192	20,094	111
	Total, Aided ...		51	227	2,333	2,560	2,558·56	1,939 83	...	244	1,965	330	21
	Total, Unaided ...		9	16	209	225	223 00	173·00	...	...	186	39	...
	Grand Total of Vernacular Schools, N.-W. Provinces.		4,253	26,300	128,888	155,188	147,201·27	121,649·49	...	250	134,343	20,463	132
	Grand Total of English and Vernacular Schools, N.-W. P.		4,377	30,463	137,713	168,176	159,799·63	132,045·71	922	988	143,254	22,855	157
Lucknow	Lucknow ...	Government ...	74	668	1,998	2,666	2,613·00	2,094·00	...	...	1,953	713	...
		Aided ...	1	...	88	88	101·80	80·10	...	...	43	45	...
		Unaided ...	5	...	210	210	229·00	167·00	...	1	156	53	...
		Total ...	80	668	2,296	2,964	2,943·80	2,331 10	...	1	2,152	811	...
	Bara Banki ...	Government ...	132	1,206	5,303	6,509	5,824 00	4,733·00	...	...	4,225	2,284	...
	Unao ...	Ditto ...	105	892	3,513	4,405	4,202·00	3,423·00	...	...	3,883	522	...

MFOR No. 4.

Vernacular) for boys, for the official year 1883-84—(continued).

Number of scholars on 31st March, 1884, learning						*Expenditure.*							*Annual cost of educating each scholar.*		*Number passed.*	
English.	Vernacular.	Latin.	Arabic.	Persian.	Sanskrit.	Grants from Provincial Revenues	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Upper division.	Lower division.
8a	8b	8c	8d	8e	8f	9a	9b	9c	9d	9e	9f	9	10	11	12	13
						Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.		
...	5,351	...	...	170	...	...	11,861	...	36	...	...	11,897	2 10 5	2 10 3	280	473
...	4,021	...	...	67	...	...	9,3[illegible]	...	50	...	...	9,444	2 12 4	2 12 1	88	506
...	36,906	...	67	1,113	17	...	85,145	1,906	433	2,326	...	89,810	3 0 1	2 13 7	1,855	4,447
...	864	...	12	141	17	...	1,888	179	450	648	1,630	4,795	6 5 11	2 8 1	33	77
...	37,770	...	79	1,254	34	...	87,033	2,085	883	2,974	1,630	94,605	3 1 1	2 13 5	1,888	4,524
...	2,365	...	...	...	...	...	8,445	...	224	286	11	8,966	4 13 1	4 8 7	63	143
...	102	...	...	...	...	...	...	...	...	...	408	408	4 12 10	...	2	7
...	2,467	...	...	...	...	...	8,445	...	224	286	419	9,374	4 13 0	4 5 5	65	150
...	1,740	...	1	34	...	...	5,350	...	379	169	121	6,019	4 5 11	3 14 2	42	84
...	68	...	...	...	...	...	...	...	...	...	180	180	4 0 0	...	...	3
...	1,808	...	1	34	...	...	5,350	...	379	169	301	6,199	4 5 9	3 12 2	42	87
...	857	...	...	...	...	...	1,865	183	111	129	...	2,288	3 6 1	2 12 1	20	42
...	4,962	...	1	34	...	...	15,660	183	714	584	132	17,273	4 6 6	3 15 11	125	269
...	170	...	...	...	...	...	....	...	...	...	588	588	4 8 4	...	2	10
...	5,132	...	1	34	...	...	15,660	183	714	584	720	17,861	4 6 7	3 13 11	127	279
...	6,634	...	...	...	...	...	9,392	...	...	...	...	9,392	2 0 0	2 0 0	58	121
...	779	...	12	29	15	300	1,340	497	214	...	963	3,314	6 0 0	3 0 0	7	23
...	7,413	...	12	29	15	300	10,732	497	214	...	963	12,706	3 0 0	2 0 0	65	144
...	2,879	...	...	...	43	...	4,102	...	...	...	...	4,102	2 0 0	2 0 0	42	72
...	425	...	...	81	...	...	1 102	...	...	180	...	1,282	3 0 0	3 0 0	20	30
...	9,938	...	...	81	43	...	14,596	...	...	180	...	14,776	2 0 0	2 0 0	120	223
...	779	...	12	29	15	300	1,340	497	214	...	963	3,314	6 0 0	3 0 0	7	23
...	10,717	...	12	110	58	300	15,936	497	214	180	963	18,090	3 0 0	3 0 0	127	246
...	151,803	...	101	9,899	141	...	4,39,266	2,460	7,602	16,138	929	4,66,395	3 14 5	3 10 9	5,315	13,831
58	2,337	...	26	268	35	300	6,214	1,364	919	648	7,556	17,001	8 12 2	3 5 8	62	150
...	225	...	...	42	...	...	...	346	...	...	671	1,017	5 14 0	...	2	10
58	154,365	...	127	10,209	176	300	4,45,480	4,170	8,521	16,786	9,156	4,84,413	3 15 8	3 10 7	5,379	13,991
11,862	163,664	27	145	12,626	497	20,087	5,03,055	8,259	56,579	33,239	50,155	6,71,374	5 1 4	3 15 4	7,087	16,007
...	2,792	...	20	316	13	...	9,255	...	360	1,209	142	10,966	5 4 2	4 7 1	287	282
...	35	...	30	11	12	2,190	...	3,235	25	...	..	5,450	68 0 6	27 5 5	...	...
...	153	...	...	6	57	...	...	..	44	...	705	749	4 7 9	...	...	...
...	2,980	...	50	333	82	2,190	9,255	3,235	429	1,209	847	17,165	7 5 9	4 14 6	287	282
...	6,414	...	...	1,101	..	...	17,306	...	331	...	...	17,637	3 11 7	3 10 6	484	549
...	4,685	...	...	71	...	...	12,859	...	478	48	208	13,593	3 15 6	3 12 1	296	43[illegible]

SUBSIDIARY

Statistical Return of Primary Schools (English and

Division.	District	Name or class of Institutions.	Number of Institutions.	Number of scholars on the rolls on 31st March, 1884. In upper division.	In lower division	Total.	Average number on the rolls during the year.	Average daily attendance.	Classification according to race or creed of scholars on 31st March, 1884. Europeans and Eurasians.	Native Christians	Hindus.	Muhammadans.	Others.
	1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e
Sitapur.	Sitapur ...	Government ..	117	827	3,531	4,358	4,315·00	3,369 00	...	...	3,669	685	4
		Aided ...	1	15	85	100	86 00	75 00	...	2	87	11	...
		Unaided ...	4	...	114	114	107·00	87·00	...	2	42	70	...
		Total ...	122	842	3,730	4,572	4,508 00	3,531·00	...	4	3,798	766	4
	Hardoi ...	Government ...	137	880	4,060	4,940	4,829 00	4,008·00	...	1	4,189	750	...
	Kheri ...	Ditto ...	75	432	2,731	3 163	2,886 00	2,392·00	...	...	2,406	757	...
Fyzabad.	Fyzabad ...	Ditto ...	76	951	2,394	3,345	3,221·00	2,527·00	...	...	2,700	645	...
	Gonda ...	Ditto ...	105	851	2,865	3,716	3,541 00	2,919·00	...	...	2,925	791	...
		Aided ...	5	13	215	228	225 00	178 00	...	4	170	54	...
		Unaided ...	3	...	108	108	123·00	92 00	..	4	92	12	...
		Total ...	113	864	3,188	4,052	3,889·00	3,189 00	...	8	3,187	857	...
	Bahraich ...	Government ...	78	611	2,916	3,527	3,533·00	2,635·00	...	...	2,840	687	...
Rae Bareli	Rae Bareli ...	Ditto ...	119	1,168	3,910	5,078	5,123·00	4,184 00	...	...	4 263	815	...
	Sultanpur ...	Ditto ...	90	880	3,014	3,894	3,618·00	2,964·00	...	...	3,102	792	...
	Partabgarh ...	Ditto ...	79	930	2,276	3,206	3,041·00	2,583·00	...	...	2,496	710	...
		Aided ...	2	16	24	40	49·00	31·00	...	...	33	7	...
		Unaided ...	1	24	23	47	42 00	33·00	...	...	46	1	..
		Total ...	82	970	2,323	3,293	3,132·00	2,597·00	...	...	2,575	718	...
Oudh.	Total, Government ...		1,187	10,296	38,511	48,807	46,316·00	37,766·00	...	1	38,651	10,151	4
	Total, Aided ...		9	44	412	456	461·80	364·10	...	6	333	117	...
	Total, Unaided ...		13	24	455	479	501 00	379 00	...	7	336	136	...
	GRAND TOTAL, VERNACULAR SCHOOLS, OUDH		1,209	10,364	39,378	49,742	47,778 80	38,509·10	...	14	39,320	10,404	4
	GRAND TOTAL, ENGLISH AND VERNACULAR SCHOOLS, OUDH.		1,261	11,356	43,790	55,146	52,889·00	42,720 20	12	109	42,946	12,067	12
	GREAT GRAND TOTAL OF ENGLISH AND VERNACULAR SCHOOLS, N.-W. PROVINCES AND OUDH.		5,638	41,819	181,503	223,322	212,688·63	174,765 91	934	1,097	186,200	34,922	169

FORM No. 4.

Vernacular) for boys, for the official year 1883-84—(concluded).

Number of scholars on 31st March, 1884, learning						*Expenditure.*							*Annual cost of educating each scholar.*		*Number passed.*	
English.	Vernacular.	Latin.	Arabic.	Persian.	Sanskrit.	Grants from Provincial Revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Upper division.	Lower division.
8a	8b	8c	8d	8e	8f	9a	9b	9c	9d	9e	9f	9	10	11	12	13
						Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.		
...	4,708	...	...	88	6	...	12,324	...	254	...	...	12,578	3 11 9	3 10 6	352	272
...	100	...	...	...	...	...	180	...	33	...	546	759	10 1 11	2 6 5	4	7
...	114	...	...	...	...	...	...	176	14	...	166	356	4 1 6	...	...	2
...	4,922	...	...	88	6	...	12,504	176	301	...	712	13,693	3 14 1	3 8 8	356	281
...	5,275	...	...	103	...	...	15,281	...	561	102	31	15,975	3 15 10	3 13 1	68	91
...	3,454	...	...	174	...	...	7,549	...	267	...	634	8,450	3 8 6	3 2 6	112	178
...	3,441	...	...	146	...	300	9,099	...	190	...	...	9,589	3 12 8	3 11 6	379	396
...	3,785	...	...	19	7	...	11,810	...	257	...	12	12,079	4 2 2	4 0 9	265	294
...	227	...	...	...	...	...	379	...	54	...	838	1,271	7 2 3	2 2 1	3	5
...	108	...	...	...	...	...	...	...	...	...	336	336	3 10 5	...	...	...
...	4,120	...	...	19	7	...	12,189	...	311	...	1,186	13,686	4 4 8	3 13 2	208	289
...	4,162	...	...	107	...	...	8,871	...	134	111	...	9,116	3 7 4	3 5 10	280	264
...	5,014	...	...	213	363	...	13,063	...	157	...	...	13,220	3 2 7	3 1 11	416	415
...	3,810	...	...	162	...	...	10,408	...	96	...	...	10,504	3 8 8	3 8 2	321	344
...	3,129	...	...	233	...	...	8,785	...	105	...	127	9,017	3 8 11	3 7 6	367	304
...	40	...	...	...	...	...	72	...	5	...	...	77	2 7 7	2 5 2	5	4
...	37	...	...	2	12	...	...	570	23	...	...	593	17 15 9	...	...	...
...	3,206	...	...	235	12	...	8,857	570	133	...	127	9,687	3 11 8	3 6 7	372	308
...	50,669	...	20	2,733	389	300	1,36,610	...	3,190	1,470	1,154	1,42,724	3 12 6	3 10 0	3,627	3,809
...	402	...	10	11	12	2,190	631	3,235	117	...	1,384	7,557	20 12 1	7 11 11	12	16
...	412	...	...	8	69	...	...	746	81	...	1,207	2,034	5 5 10	...	...	2
...	51,483	...	50	2,752	479	2,490	1,37,241	3,981	3,388	1,470	3,745	1,52,315	3 15 3	3 10 0	3,639	3,827
3,377	55,691	...	60	4,366	514	4,171	1,55,032	5,346	12,218	3,748	11,193	1,91,708	4 7 9	3 11 7	3,943	4,472
15,229	219,355	27	205	16,992	1,011	24,258	6,58,087	13,695	68,797	36,987	61,348	8,63,082	4 15 0	3 14 5	11,030	20,479

R. T. H. GRIFFITH,

Director of Public Instruction, N.-W. P. and Oudh.

SUBSIDIARY

Statistical Return of Female Primary Schools (English

Division.	District.	Name or class of Institutions.	Number of Institutions.	Number of scholars on the rolls on 31st March, 1884 — In Upper Division.	In Lower Division.	Total.	Average number on the rolls during the year.	Average daily attendance.	Classification according to race or creed of the scholars on 31st March, 1884. — Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.
	1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e
		ENGLISH SCHOOLS.											
N.-W. PROVINCES.	Dehra Dún ...	Aided ...	2	37	91	128	128	126	39	89	...	...	...
	Agra ...	Do. ...	4	75	203	278	294	280	115	163	...	...	...
	Budaun ...	Do. ...	1	18	52	70	63	58	5	65	...	...	...
	Bareilly ...	Do. ...	1	39	217	256	256	256	...	256	...	...	...
	Allahabad ...	Do. ...	3	45	69	114	104	88	111	3	...	...	...
	Cawnpore ...	Do. ...	1	7	8	15	21	20	15	...	...	...	...
	Kumaun (Naini Tal.)	Do. ...	1	10	11	21	21	21	21	...	...	...	...
		Total Aided Schools, North-Western Provinces.	13	231	651	882	891	851	306	576	...	...	...
OUDH.	Lucknow ...	Aided ...	5	...	469	469	451	416	65	83	149	172	...
	Kheri ...	Do. ...	1	..	22	22	24	18	...	22	...	...	...
		Total, Aided ...	6	...	491	491	475	434	65	105	149	172	..
	Sitapur ...	Unaided ...	1	...	23	23	22	22	..	23	...	...	...
		Total, Oudh ...	7	..	514	514	497	456	65	128	149	172	.
		GRAND TOTAL, ENGLISH SCHOOLS, NORTH-WESTERN PROVINCES AND OUDH.	20	231	1,165	1,396	1,388	1,307	371	704	149	172	...
		VERNACULAR SCHOOLS.											
MEERUT.	Saháranpur ...	Government ...	2	...	32	32	31	21	...	...	...	32	..
		Aided ...	8	5	148	153	218	137	...	20	49	84	...
		Unaided ...	5	...	168	168	170	140	...	...	168	...	...
		Total ...	15	5	348	353	421	298	...	20	217	116	...
	Muzaffarnagar ...	Government ...	1	...	8	8	10	8	...	...	8	...	...
	Meerut ...	Ditto ...	2	...	47	47	46	36	...	...	47	...	...
		Aided ...	2	...	120	120	142	97	..	24	94	2	...
		Total ...	4	...	167	167	188	133	...	24	141	2	...
	Bulandshahr ...	Government ...	4	6	96	102	92	78	..	...	102	...	...
	Aligarh ...	Ditto ...	9	...	185	185	185	122	..	...	185	...	...
		Total, Government ...	18	6	368	374	366	265	...	...	342	32	...
		Total, Aided ...	10	5	268	273	360	234	.A	44	143	86	..
		Total, Unaided ...	5	...	168	168	170	140	...	...	168	...	..
		GRAND TOTAL ...	33	11	804	815	896	639	..	44	653	118	...
AGRA.	Muttra ...	Government ...	6	..	130	130	130·74	98·55	...	...	130	...	...
	Agra ...	Government ...	6	5	112	117	122·66	101 71	...	...	115	2	...
		Aided ...	5	8	296	304	305·00	257 14	...	195	73	36	...
		Total ...	11	13	408	421	427 66	358 85	...	195	188	38	...
	Farukhabad ...	Government ...	6	6	132	138	141 88	115·93	...	...	135	3	...
		Aided ...	9	60	163	223	229·00	188 00	...	63	160	...	...
		Total ...	15	66	295	361	370 88	303·93	...	63	295	3	...
	Mainpuri ...	Government ...	5	5	98	103	113·60	87·90	...	...	82	21	...
		Aided ...	3	...	62	62	60·60	47·17	...	...	62	...	...
		Total ...	8	5	160	165	174 20	135 07	...	...	144	21	...
	Etáwah ...	Government ...	5	1	103	104	103·25	77·91	...	...	102	2	...
	Etah ...	Government ...	6	30	123	153	149·00	124 00	..	...	152	1	...
		Total, Government ...	34	47	698	745	761·13	606 00	...	...	716	29	...
		Total, Aided ...	17	68	521	589	594·60	492 31	...	258	295	36	...
		GRAND TOTAL ...	51	115	1,219	1,334	1,355·73	1,098·31	...	258	1,011	65	...
ROHILKHAND.	Bijnor ...	Government ...	2	...	49	49	49	37	...	...	...	49	...
		Aided ...	6	...	150	150	146	119	...	50	...	100	...
		Total ...	8	...	199	199	195	156	..	50	...	149	...
	Moradabad ...	Government ...	9	...	159	159	169	127	...	..	55	104	...
		Aided ...	17	20	491	511	505	395	...	98	112	298	3
		Total ...	26	20	650	670	674	522	...	98	167	402	3
	Budaun ...	Government ...	11	...	233	233	224	190	...	...	143	90	...
		Aided ...	16	...	304	304	231	184	...	16	66	222	...
		Total ...	27	...	537	537	455	374	...	16	209	312	...
	Bareilly ...	Government ...	12	...	326	326	313	264	...	...	139	187	...
		Aided ...	5	...	88	88	84	72	...	...	88	...	...
		Total ...	17	...	414	414	397	336	...	...	227	187	...
	Sháhjahánpur ...	Aided ...	14	...	301	301	291	224	...	2	165	123	11
	Pilibhít ...	Government ...	1	...	62	62	60	57	..	...	...	62	...
		Total, Government ...	35	..	829	829	815	675	...	...	337	492	...
		Total, Aided ...	58	20	1,334	1,354	1,257	994	...	166	431	743	14
		GRAND TOTAL ...	93	20	2,163	2,183	2,072	1,669	...	166	768	1,235	14

FORM No. 5.

and Vernacular), for the official year 1883-84.

Number of scholars on 31st March, 1884, learning					*Expenditure.*							*Annual cost of educating each scholar.*		*Number passed.*	
English.	Vernacular.	Latin.	Arabic.	Persian.	Grants from Provincial Revenues	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Upper primary school examination.	Lower primary school examination.
8a	8b	8c	8d	8e	9a	9b	9c	9d	9e	9f	9	10	11	12	13
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.		
82	102	...	...	...	566	1,530	...	4,292	...	9,400	15,788	123 5 6	16 6 0	18	10
278	163	...	...	...	6,180	360	...	2,985	...	768	10,293	36 11 8	23 5 4	12	18
56	70	...	...	...	...	480	...	34	...	674	1,188	20 7 9	8 4 5	4	5
129	236	...	...	92	...	1,200	...	...	...	4,000	5,200	20 5 0	4 11 0	4	47
114	...	...	...	...	3,295	500	...	6,750	327	1,905	12,777	145 3 1	43 2 0	21	...
15	...	...	...	...	...	600	...	1,060	...	6	1,666	83 4 10	30 0 0	10	6
21	...	...	...	...	80	...	...	1,134	100	1,734	3,048	145 2 3	3 12 11	...	4
688	571	...	...	92	10,121	4,670	...	16,255	427	18,487	49,960	58 11 3	17 4 2	69	90
179	437	...	30	16	725	2,894	1,392	1,426	...	2,305	8,742	21 0 3	8 11 2	...	3
2	44	...	...	...	...	62	...	...	...	175	237	13 2 3	3 6 8	...	...
181	481	...	30	16	725	2,956	1,392	1,426	...	2,480	8,979	20 11 0	8 7 8	...	3
5	46	...	...	4	...	...	...	13	...	867	880	39 15 11	..	...	...
186	527	...	30	20	725	2,956	1,392	1,439	...	3,347	9,859	21 9 11	8 1 2	...	3
874	1,098	...	30	112	10,846	7,626	1,392	17,694	427	21,834	59,819	45 12 3	24 2 1	69	93
...	32	...	...	...	...	192	...	...	...	...	192	9 2 6	9 2 6	...	...
...	153	...	...	...	...	504	...	...	...	1,518	2,022	14 12 2	3 10 10	...	...
...	168	...	...	...	...	...	...	...	300	920	1,220	8 11 5	...	...	...
...	353	..	...	...	...	696	...	...	300	2,438	3,434	11 13 9	2 5 4	...	...
...	8	...	...	...	...	60	...	...	..	...	60	7 8 0	7 8 0	...	...
...	47	...	...	...	...	168	...	...	...	...	168	4 10 8	4 10 8	...	...
...	120	...	...	...	...	384	...	...	...	1,220	1,604	16 8 7	3 15 4	...	...
...	167	...	...	...	...	552	...	...	...	1,220	1,772	13 5 2	4 2 5	..	...
...	102	...	...	...	...	371	...	...	192	..	563	7 3 6	4 12 1	2	5
...	185	...	...	...	...	883	...	...	...	...	883	7 3 10	7 3 10	...	5
...	374	...	...	...	...	1,674	...	...	192	...	1,866	7 0 8	6 5 1	2	10
...	273	...	...	...	...	888	...	...	...	2,738	3,626	15 7 11	3 12 9	...	...
...	168	...	...	...	...	...	..	...	300	920	1,220	9 11 5	...	...	...
...	815	...	...	...	...	2,562	...	...	492	3,658	6,712	10 8 1	4 0 2	2	10
...	130	...	...	...	...	409	...	...	...	...	409	4 2 4	4 2 4	..	..
...	117	...	...	...	...	426	...	...	...	...	426	4 3 0	4 3 0	3	8
...	304	...	...	...	1,300	240	...	...	..	3,556	5,096	19 13 1	5 15 10	3	13
...	421	...	...	...	1,300	666	..	...	...	3,556	5,522	15 6 3	5 7 8	6	21
...	136	...	...	...	...	437	...	...	...	...	437	3 12 3	3 12 3	5	6
...	223	...	...	...	...	600	...	...	...	1,369	1,969	10 7 7	3 3 1	..	8
...	361	...	...	...	...	1,037	...	...	...	1,369	2,406	7 14 8	3 6 7	5	14
...	103	...	...	..	...	316	...	...	...	...	316	3 9 6	3 9 6	4	2
...	61	...	...	...	...	108	108	...	...	...	216	4 9 3	2 4 7	...	4
...	165	...	...	...	...	424	108	..	...	...	532	3 15 0	3 2 3	4	5
...	104	...	...	...	...	329	...	...	..	...	329	4 3 7	4 3 7	1	4
...	153	...	...	...	...	395	...	...	36	...	431	3 7 7	3 3 0	...	..
...	745	...	...	...	...	2,312	...	...	36	...	2,348	3 14 0	3 13 1	13	20
...	569	...	...	...	1,300	948	108	...	...	4,925	7,281	14 12 8	4 9 1	3	25
...	1,334	...	...	...	1,300	3,260	108	...	36	4,925	9,629	8 12 3	4 2 5	16	45
...	49	...	...	...	...	128	...	...	...	...	128	3 7 4	3 7 4	...	...
16	150	...	...	8	...	600	...	...	...	2,000	2,600	21 13 7	5 0 8	...	6
16	199	...	...	8	...	728	...	...	...	2,000	2,728	17 7 10	4 10 8	...	6
...	159	...	...	...	...	533	...	...	200	(a)148	881	6 15 0	4 3 2	...	5
28	483	...	...	...	...	1,632	...	...	...	2,598	4,230	10 11 4	4 2 1	...	7
28	642	...	...	..	...	2,165	...	...	200	2,746	5,111	9 12 8	4 2 4	...	12
...	233	...	...	...	...	561	...	...	215	...	776	4 1 4	2 16 3	...	7
...	304	...	...	...	...	540	...	...	240	364	1,144	6 3 6	2 14 11	...	23
...	537	...	...	...	...	1,101	...	...	455	364	1,920	5 2 2	2 15 1	...	30
...	326	...	...	...	..	779	...	...	...	...	779	2 15 3	2 15 3	...	6
...	88	...	...	...	...	180	...	...	...	500	680	9 7 1	2 8 0	...	...
...	414	...	...	...	...	959	...	...	...	500	1,459	4 5 6	2 13 8	...	6
...	301	...	..	...	...	816	...	...	...	1,432	2,248	10 0 7	3 10 3	...	...
...	62	...	...	...	...	149	...	...	48	...	197	3 7 4	2 9 10	...	...
...	829	...	...	...	...	2,150	...	...	463	(a)148	2,761	4 1 5	3 8 0	...	26
44	1,326	...	...	8	...	3,768	...	..	240	6,894	10,902	10 15 6	3 12 8	.	36
44	2,155	...	...	8	...	5,918	...	...	703	7,042	13,663	8 3 0	3 8 9	..	62

NOTE.—(a)—Rs. 148 are on account of subscription

SUBSIDIARY

Statistical Return of Female Primary Schools (English

Division.	District.	Name or class of Institutions.	Number of Institutions.	Number of scholars on the rolls on 31st March, 1884. In Upper Division.	In Lower Division.	Total.	Average number on the rolls during the year.	Average daily attendance.	Classification according to race or creed of the scholars on 31st March, 1884. Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.
1		2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e
ALLAHABAD.	Cawnpore ...	Government ...	5	4	77	81	77	72	...	...	81	...	...
		Aided ...	1	10	30	40	45	40	...	35	5	...	...
		Total ...	6	14	107	121	122	112	...	35	86	..	...
	Jaunpur ...	Government ...	3	...	58	58	50 77	42	...	...	33	25	...
		Total, Government ...	8	4	135	139	127 77	114	...	...	114	25	...
		Total, Aided ...	1	10	30	40	45·	40	...	35	5	...	...
		GRAND TOTAL ...	9	14	165	179	172 77	154	...	35	119	25	..
BENARES.	Azamgarh ...	Government ...	2	7	45	52	64·49	36·75	...	...	49	3	...
		Aided ...	1	...	34	34	32·	27·	...	...	25	9	...
		Total ...	3	7	79	86	96·49	63·75		...	74	12	...
	Mirzapur ...	Government ...	4	5	90	95	75 23	73·23	...	...	84	11	...
		Aided ...	5	...	89	89	100·	87·58	...	27	31	31	...
		Total ...	9	5	179	184	175·23	160·81	.	27	115	42	...
	Benares ...	Government ...	3	...	57	57	53·46	42·99	...	..	55	2	...
		Aided ...	13	...	684	684	643 30	551·83	...	67	549	68	...
		Total ...	16	...	741	741	696 76	594 82	...	67	604	70	...
	Gházipur ...	Government ...	3	...	72	72	60·46	57·55	...	...	67	5	...
		Aided ...	1	...	29	29	32·	26	...	29	...	...	...
		Total ...	4	...	101	101	92 46	83 55	...	29	67	5	...
	Gorakhpur ...	Government ...	2	8	44	52	53·15	44·50	...	...	50	2	...
		Aided	6	...	310	310	310·	272	112	44	110	44	...
		Total ...	8	8	354	362	363 15	316 50	112	44	160	46	...
	Basti ...	Government ...	4	2	103	105	101·72	100·82	...	...	61	44	...
		Total, Government ...	18	22	411	433	408 51	355·84	...	...	366	67	...
		Total Aided ...	26	...	1,146	1,146	1,117 30	964·41	112	167	715	152	...
		GRAND TOTAL ...	44	22	1,557	1,579	1,525·81	1,320·25	112	167	1,081	219	...
JHANSI	Jalaun ...	Government ...	1	...	20	20	20	14	...	...	20	...	...
	Lalitpur ...	Government ...	1	...	30	30	31	21	...	...	30	...	...
		Total ...	2	...	50	50	51	35	...	...	50	...	...
KUMAON.	Garhwál ...	Government	4	...	127	127	123	100	...	...	127	...	...
		Aided	1	...	38	38	35	30	...	38	...	...	...
		Total ...	5	..	165	165	158	130	...	38	127	...	...
		Total, Government ...	119	79	2,618	2,697	2,652 41	2,150 84	...	...	2,052	645	...
		Total, Aided	113	103	3,337	3,440	3,408·90	2,754·72	112	708	1,589	1,017	14
		Total, Unaided	5	...	168	168	170 00	140·00	...	...	168	...	...
N.-W. P.	GRAND TOTAL, VERNACULAR SCHOOLS, N.-W. P.		237	182	6,123	6,305	6,231·31	5,045 56	112	708	3,809	1,662	14
	GRAND TOTAL, ENGLISH & VERNACULAR SCHOOLS, N.-W. P.		250	413	6,774	7,187	7,122 31	5,896 56	418	1,284	3,609	1,662	14
		Oudh Division.											
LUCKNOW.	Lucknow ...	Government	11	67	259	326	322	225	...	...	40	286	...
		Aided	13	39	334	373	340	250	...	1	33	339	...
		Unaided	3	...	70	70	71	51	...	8	40	22	...
		Total ...	27	106	663	769	733	526	...	9	113	647	...
	Bara Banki ...	Government	1	2	13	15	17	8	...	...	...	15	...
SITAPUR.	Sitapur ...	Ditto	4	...	80	80	82	63	...	...	80	...	...
		Unaided	7	...	145	145	160	115	...	...	84	61	...
		Total ...	11	...	225	225	242	178	...	...	164	61	...
	Hardoi ...	Government ...	9	12	188	200	202	161	...	...	141	59	...
	Kheri ...	Government ...	6	7	138	145	144	109	..	...	66	79	...
FYZABAD.	Gonda ...	Government ...	7	12	122	134	133	102	...	...	89	45	...
		Unaided ..	3	...	75	75	74	50	...	6	2	67	...
		Total ...	10	12	197	209	207	152	...	6	91	112	...
	Bahraich ...	Government ...	1	...	21	21	21	18	...	...	...	21	...
		Unaided ...	2	...	49	49	42	39	...	1	20	28	...
		Total ...	3	...	70	70	63	57	...	1	20	49	...
RAE BARELI.	Rae Bareli ...	Government ...	3	3	78	81	83	57	...	...	81	...	...
	Sultanpur ...	Government ...	5	5	91	96	95	72	...	...	16	80	...
	Partabgarh ...	Government ...	2	4	32	36	35	23	...	...	5	31	...
		Total, Government ...	49	112	1,022	1,134	1,134	843	...	...	518	616	...
		Total, Aided ...	13	39	334	373	340	250	...	1	33	339	...
		Total, Unaided ...	15	...	339	339	347	255	...	15	146	178	...
N.-W. P. & O. OUDH.	GRAND TOTAL, VERNACULAR SCHOOLS, OUDH ...		77	151	1,695	1,846	1,821	1,348	...	16	697	1,133	...
	GRAND TOTAL, ENGLISH AND VERNACULAR SCHOOLS, OUDH.		84	151	2,209	2,360	2,318	1,804	65	144	846	1,305	...
	GREAT GRAND TOTAL OF ENGLISH AND VERNACULAR SCHOOLS, N.-W. PROVINCES AND OUDH.		334	564	8,983	9,547	9,440 31	7,700·56	483	1,428	4,655	2,967	14

FORM No. 5.

and Vernacular), for the official year 1883-84—(concluded).

Number of scholars on 31st March, 1884, learning					Expenditure.							Annual cost of educating each scholar.		Number passed	
English.	Vernacular.	Latin.	Arabic.	Persian.	Grants from Provincial Revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Upper primary school examination.*	Lower primary school examination.
8a	8b	8c	8d	8e	9a	9b	9c	9d	9e	9f	9	10	11	12	13
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs	Rs.	Rs. a. p.	Rs. a. p.		
...	81	...	...	...	...	363	...	...	...	...	363	5 0 8	5 0 8	2	16
...	40	...	...	...	960	...	...	...	..	1,550	2,510	62 12 0	24 0 0	...	6
..	121	...	...	...	960	363	...	...	...	1,550	2,873	25 10 5	11 13 0	2	22
...	58	...	...	...	..	398	...	...	...	...	398	9 7 7	9 7 7	..	2
..	139	...	...	...	...	761	...	...	...	..	761	6 10 10	6 10 0	2	18
...	40	...	...	...	960	...	...	...	...	1,550	2,510	62 12 0	24 0 0	...	6
...	179	...	...	...	960	761	...	.	...	1,550	3,271	21 3 10	11 2 10	..	24
...	52	...	...	...	...	185	...	...	...	...	185	5 0 6	5 0 6	2	2
...	34	..	...	...	...	120	...	...		120	240	8 14 2	4 7 1	...	...
...	86	...	...	...	.	305	...	...	...	120	425	6 10 8	4 12 6	2	2
...	95	...	...	...	...	283	...	...	33	...	316	4 4 11	3 13 9	5	43
...	89	...	...	...	...	720	...	...	...	700	1,420	16 3 5	8 3 6	...	...
...	184	...	..	...	...	1,003	...	...	33	700	1,736	10 12 8	6 3 8	5	43
...	57	...	...	...	...	370	..	...	...	...	370	8 9 8	8 9 8	...	7
...	684	...	...	...	...	2,520	100	6	400	6,228	9,254	16 12 3	4 8 11	...	...
...	741	...	...	...	...	2,890	100	6	400	6,228	9,624	16 2 7	4 13 4	...	7
...	72	..	...	...	...	348	...	...	24	...	372	6 7 4	6 0 10	...	9
...	29	...	...	...	...	120	...	...	...	120	240	9 3 8	4 9 9	10	..
..	101	...	...	...	...	468		...	24	120	612	7 5 2	5 1 7	10	9
	52	...	...	...	...	276	...	...	...	.	276	6 3 2	6 3 2	3	11
...	310	...	...	...	420	360	...	33	120	1,899	2,832	10 6 7	2 13 11	...	...
...	362	...	...	...	420	536	...	33	120	1,899	3,108	9 13 0	3 5 4	3	11
...	105	...	...	...	...	478	...	..	...	...	478	4 11 10	4 11 10	...	7
...	433	...	...	...	...	1,940	...	...	57	...	1,997	5 9 9	5 7 3	10	79
...	1,146	..	...	...	420	3,810	100	39	520	9,067	13,986	14 8 1	4 6 8	10	...
...	1,579	..	...	...	420	5,780	100	39	577	9,067	15,983	12 1 8	4 11 2	20	79
...	20	...	...	...	...	123	...	..	...	...	123	8 12 7	8 12 7	...	...
...	30	...	...	...	...	...	...	...	106	...	106	5 0 9	...	...	...
..	50	...	...	...	...	123	...	...	106	...	229	6 8 8	3 8 3	...	...
...	127	...	...	...	...	419	...	...	...	...	419	4 0 0	4 0 0	2	5
6	38	...	...	...	...	360	...	...	...	373	733	24 0 0	12 0 0	1	5
6	165	...	...	...	..	779	...	...	...	373	1,152	9 0 0	6 0 0	3	10
	2,697	...	...	...	...	9,379	...	...	854	148	10,381	4 13 2	4 5 9	29	158
50	3,412	...	...	8	2,680	9,804	208	39	760	25,547	39,038	14 2 8	4 8 6	14	72
...	168	.	...	...	...	...	...	...	800	920	1,220	8 11 5	...	...	...
50	6,277	...	...	8	2,680	19,183	208	39	1,914	26,615	50,639	10 0 6	4 5 3	43	230
738	6,848	...	...	100	12,801	23,853	208	16,294	2,341	45,102	1,00,599	17 0 11	6 3 5	112	320
...	307	...	...	25	...	3,046	...	...	...	...	3,046	13 8 7	13 8 7	24	21
...	373	...	38	19	...	1,632	480	...	...	1,685	3,797	15 3 0	6 8 5	...	10
...	70	...	...	...	...	...	...	...	...	289	289	5 10 9	...	...	...
...	750	...	38	44	...	4,678	480	...	...	1,974	7,132	8 14 4	13 9 0	24	31
...	15	...	...	...	...	142	..	...	...	...	149	17 12 3	17 12 3	...	...
...	80	...	...	...	...	276	...	...	...	...	276	4 6 1	4 6 1	...	...
...	145	...	..	..	...	...	...	...	...	397	397	3 7 3	...	...	...
...	225	...	...	...	...	276	...	...	...	397	673	3 12 6	1 8 9	...	...
...	200	...	...	...	...	838	...	...	...	5	843	5 3 9	5 3 3	4	6
...	146	...	14	...	...	270	...	...	...	252	522	4 12 7	2 7 7	2	6
...	134	...	...	...	...	683	...	...	...	...	683	6 11 9	6 11 9	1	2
...	76	...	...	...	...	...	...	...	...	231	231	4 9 11	...	...	...
...	209	...	...	...	...	683	...	...	...	231	914	6 0 2	4 7 10	1	2
...	21	...	...	...	...	108	...	...	...	2	110	6 1 4	6 0 0	...	...
...	49	...	...	...	...	...	...	...	...	196	196	5 0 5	...	...	...
...	70	...	...	...	...	108	.	...	...	198	306	5 5 9	1 14 4	...	..
...	81	...	...	...	...	165	...	...	...	...	165	2 14 3	2 14 3	2	1
...	379	...	...	...	...	418	...	...	..	...	418	5 12 10	5 12 10	2	1
...	29	...	...	13	...	144	...	...	..	3	147	5 4 1	5 2 1	3	4
...	1,092	...	14	38	...	6,090	...	..	...	262	6,352	7 8	7 3 7	38	41
...	373	...	38	19	...	1,632	480	...	...	1,685	3,797	15 3 0	6 8 5	...	10
...	339	...	...	...	...	...	...	...	..	1,113	1,113	4 5 10		...	...
...	1,804	...	52	57	...	7,722	480	...	...	3,060	11,262	8 5 8	5 11 8	38	51
186	2,331	...	82	77	725	10,678	1,872	1,439	...	6,407	21,121	[illegible] 11 3	6 5 1	38	54
924	9,179	...	82	177	13,526	34,531	2,080	17,733	2,341	51,509	1,21,720	15 12 10	6 3 10	150	374

R. T. H. GRIFFITH

Director of Public Instruction, N.-W. Provinces and Oudh.

SUBSIDIARY FORM No. 6.

Statistical Return of Schools for special or Technical training for the official year 1883-84.

Divisions.	Districts.	Name or class of Institutions.	Number of institutions.	Total number of scholars on the rolls on the 31st March, 1884.	Average number on the rolls during the year.	Average daily attendance.	Classification according to race or creed of the scholars on 31st March, 1884.				Number of scholars on 31st March, 1884, learning—				Expenditure.						Annual cost of educating each scholar.		Remarks.
							Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	English.	Vernacular.	Arabic.	Persian.	Grant from provincial revenue.	Local rates or cesses.	Endowments.	Fees.	Other sources.	Total.	Total cost.	Cost to Government.	
	1	2	3	4	5	6	7a	7b	7c	7d	8a	8b	8c	8d	9a	9b	9c	9d	9e	9	10	11	12
	B.—Medical Schools.																						
N.-W. P. ...	Agra ...	Government ...	1	87	97 00	87·00	...	12	34	41	...	87	...	...	23,696	...	285	...	...	23,984	275 6 0	272 3 0	
	D.—Normal Schools for masters.														Rs.	Rs.	Rs	Rs.	Rs	Rs.	Rs. a. p.	Rs. a. p	
N.-W. P. ...	Meerut	Government ...	1	38	38·00	36 00	...	...	25	13	...	38	...	...	...	5,498	...	...	...	5,498	152 11 7	152 11 7	
	Agra	Ditto	1	42	41·18	39·45	...	...	39	3	...	42	...	...	...	5,106	202	...	...	5,305	134 [illegible] 10	129 6 10	
	Bareilly	Ditto	1	40	40·00	38·00	...	...	20	20	...	40	...	24	..	4,792	..	4	...	4,796	126 3 4	126 1 8	
		Aided	1	23	22·00	22 00	...	23	...	...	...	23	...	17	...	600	1302	...	...	1,902	86 7 3	27 4 4	
		Total ...	2	63	62 00	60 00	...	23	20	20	...	63	...	41	..	5,392	1302	4	...	6,698	111 10 2	89 13 10	
	Allahabad	Government ...	1	61	65 50	62 13	...	...	51	10	...	61	...	...	...	8,123	...	...	...	8,123	130 11 10	130 11 10	
	Benares	Ditto.	1	43	43 00	38·54	...	...	39	4	...	43	...	...	...	5,080	...	...	...	5,080	131 12 11	131 12 11	
	Jhánsi	Ditto	1	10	12·00	11·00	...	..	9	1	...	10	...	...	...	1,658	...	...	...	1,658	150 11 8	150 11 8	
	Total ...	Government ...	6	234	239·68	225·12	...	...	183	51	...	234	...	24	...	30,257	202	4	...	30,463	135 5 1	134 6 6	
	Total ...	Aided	1	23	22·00	22·00	...	23	...	...	...	23	...	17	...	600	1302	...	...	1,902	86 7 3	27 4 4	
	GRAND TOTAL, N.-W PROVINCES		7	257	261·68	247 12	..	23	183	51	...	257	...	41	...	30,857	1504	4	...	32,365	130 15 6	124 13 10	
OUDH ...	Lucknow	Government ...	1	47	29 00	27 00	...	...	30	17	...	94	...	15	...	5,359	...	...	6	5,365	198 11 2	193 11 2	
	Sitapur	Ditto	1	38	38 00	35 00	...	...	35	3	...	76	...	...	..	2,941	...	...	...	2,941	81 11 2	81 11 2	
	Fyzabad	Ditto	1	40	40 00	37 00	...	...	33	7	...	80	...	...	...	2,846	...	...	...	2,846	76 14 8	76 14 8	
	Rae Bareli	Ditto	1	37	37·00	35 00	...	...	28	9	...	74	...	...	...	2,885	...	...	...	2,885	82 6 10	82 6 10	
		Total, Oudh ...	4	162	144 00	135 00	...	...	126	36	...	324	...	15	...	14,031	...	...	6	14,037	103 15 7	103 14 11	
	GRAND TOTAL, N.-W. P. AND OUDH		11	419	405 68	382 12	...	23	309	87	...	581	...	56	...	44,888	1504	4	6	46,402	121 6 11	117 7 6	
	E.—Normal Schools for Mistresses.																						
OUDH ...	Benares	Aided	1	92	87·00	84 20	10	82	...	...	92	92	...	...	...	2,400	150	955	2 635	6,140	72 14 9	28 8 0	
	Hardoi	Government ...	1	2	3 00	3 00	...	...	2	...	...	2	...	...	...	168	...	...	...	168	56 0 0	56 0 0	
	Sitapur	Ditto	1	3	3·00	3 00	...	...	3	...	...	3	...	...	...	...	...	...	18	18	6 0 0	...	
		Total, Oudh ...	2	5	6·00	6·00	..	...	5	...	...	5	...	...	...	168	...	...	18	186	31 0 0	28 0 0	
	GRAND TOTAL, N.-W. P. AND OUDH		3	97	93·00	90·20	10	82	5	...	92	97	...	...	...	2,568	150	955	2 653	6,326	70 2 1	28 7 6	
	F.—Industrial Schools.																						
N.-W. P. ...	Benares	Aided Female ...	1	115	112·00	105·00	...	115	...	...	Needle and fancy work					480	40	...	740	1,260	12 0 0	4 9 2	
	Gorakhpur	Ditto Male ...	1	54	54 00	45 00	...	54	...	...	...	54	...	...	...	600	...	...	300	900	20 0 0	13 5 4	
		Total ...	2	169	166 00	150 00	...	169	...	...	...	54	...	..	...	1,080	40	...	1,040	2,160	14 6 4	7 3 2	
	GRAND TOTAL OF ALL SCHOOLS, N.-W. P. AND OUDH.		17	772	761·68	709 32	10	286	348	128	92	819	...	56	23,696	48,536	1982	959	3,699	78,872	111 3 1	101 13 3	

R. T. H. GRIFFITH,

Director of Public Instruction, N.-W. P. and Oudh.

EDUCATION—GENERAL TABLE I.

Abstract Return of Colleges, Schools, and Scholars in the North-Western Provinces and Oudh, at the end of the official year 1883-84.

(For Details see General Table III.)

Area and Population.				Public Institutions							Private Institutions.				
				University Education.		School Education, General.		School Education, Special.							
Total Area in Square miles.	Number of Towns* and Villages.	Population.		Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training schools.	All other Special Schools.	Total of Public Institutions.	Advanced.	Elementary.	Grand Total.	Percentage of	Remarks.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
106,111·5	Towns, 297 Villages, 105,124 Total, 105,421	Males, 22,912,556 Females, 21,195,313 Total, 44,107,869	Institutions. For Males ...	10	2	532	5,144	11	1	5,700	2,223	3,678	11,601	Institutions to No. of towns and villages. 11·00	
			Institutions. For Females,	...	...	13	324	3	1	341	1	26	368	·34	
			Institutions. Total ...	10	2	545	5,468	14	2	6,041	2,224	3,704	11,969	11·34	
			Scholars. Males ...	871	39 (40)	55,122	181,898	429	115	238,474 (40)	22,949	36,137	297,560 (40)	Male scholars to male population of school-going age. 8·65	
			Scholars. Females ...	...	...	1,311	8,825	97	54	10,287	22	508	10,817	Female scholars to female population of school-going age.† ·34	
			Scholars. Total ...	871	39 (40)	56,433	190,723	526	169	248,761 (40)	22,971	36,645	308,377 (40)	4·66	

* A town contains 5,000 inhabitants or upwards. A village contains less than 5,000 inhabitants. A Municipality, whatever its population, should be entered as a town.

† The population of school-going age is taken at 15 per cent. of the whole population.

Note.—The numbers within brackets indicate the numbers of students who attend both the Arts classes and the Law classes.

R. T. H. GRIFFITH,
Director of Public Instruction, N.-W. P. and Oudh.

EDUCATION—GENERAL TABLE II.

Abstract Return of Expenditure on Public Instruction in North-Western Provinces and Oudh, for the official year 1883-84.

(For Details see General Table IV.)

	Total direct expenditure on Public Instruction §							Total indirect expenditure on Public Instruction §								Total, expenditure on Public Instruction	Remarks.
	University education.		*School education, general.*		*School education, special.*												
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools	Total.	University.	Direction.	Inspection.	Scholarships.	Buildings.	Special grants for furniture and apparatus.	Miscellaneous.	Total.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	Rs.	Rs.	Rs	Rs.	Rs	Rs	Rs	Rs.	Rs.	Rs.	Rs	Rs.	Rs	Rs.	Rs.	Rs.	
1. Institutions ... For Males	2,01,675	7,336	7,78,900	5,19,400	46,431	900	16,14,642	10,407	36,865	2,21,905	51,787	1,15,233	1,992	24,227	4,62,416	20,77,058	
For Females	...	...	1,08,984	75,683	6,326	1,260	1,92,253	...	...	...	...	4,232	3,902	34	8,168	2,00,421	
Total ...	2,01,675	7,336	8,87,884	6,55,083	52,757	2,160	18,06,895	10,407	36,865	2,21,905	51,787	1,19,465	5,894	24,261	4,70,584	22,77,479	
2. (*a*) Percentages* of Provincial Expenditure included in columns 2—17 to Total Provincial Expenditure on Public Instruction.	42·85	54	31 54	3 86	·01	...	78·80	...	12·47	·07	2·67	5·07	...	·92	21·20	100	
(*b*) Percentages* of Local Fund Expenditure included in columns 2—17 to Total Local Fund Expenditure on Public Instruction.	·30	...	29 63	41 02	3 64	·08	74 67	...	...	16·98	2 19	4·46	·11	1 59	25 33	100	
(*c*) Percentages* of Municipal Expenditure included in columns 2—17 to Total Municipal Expenditure on Public Instruction.	7 82	...	43·93	42 06	...	...	93·61	...	...	...	5 74	·07	·14	24	6 19	100	
(*d*) Percentages* of Total Expenditure in columns 2—17 to Total Expenditure on Public Instruction.	8 85	·32	38 99	28·76	2·32	·10	79 34	·46	1·62	9 74	2·27	5·25	26	1 06	20 66	100	

3. Average annual cost † of educating each pupil in		Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Departmental Institutions.	Cost to Provincial Revenues ...	186 14 9	...	20 11 3	...	...	...	99 10 7
	Cost to Local and Municipal Funds.	...	...	...	...	...	...	...
	Total, Cost ...	207 7 6	...	31 6 3	...	..	...	115 0 6
Local Fund Schools ‡	Cost to Provincial Revenues ...	...	...	...	...	0 1 2	...	...
	Cost to Local Funds ...	356 14 6	...	8 0 10	3 0 5	114 4 6	...	4 3 0
	Total, Cost ...	371 2 10	...	9 11 5	3 1 4	11 7 10	...	4 8 9
Municipal Schools.‡	Cost to Provincial Revenues ...	...	...	...	...	...	...	...
	Cost to Municipal Funds ...	...	...	7 11 11	4 3 9	...	...	4 11 1
	Total, Cost ...	...	...	10 13 1	4 14 5	...	...	5 10 9
Institutions in Native States.	Cost to Native State Revenues,	...	...	...	...	...	...	...
	Cost to Local and Municipal Funds.	...	...	...	...	...	...	...
	Total, Cost ...	...	...	...	3 12 0	...	...	3 12 0
Aided Institutions.	Cost to Provincial Revenues ...	91 2 4	51 14 11	6 2 7	1 2 4	...	...	5 3 3
	Cost to Local and Municipal Funds.	16 7 7	...	7 0 9	3 4 10	27 8 4	6 8 1	5 11 1
	Total, Cost ...	281 0 5	236 10 4	36 8 4	10 14 6	73 12 6	13 0 2	29 6 3
Unaided Institutions ... Total, Cost ...		...	...	21 2 9	4 5 6	...	...	7 15 4
All Institutions.	Cost to Provincial Revenues ...	148 13 3	51 14 11	1 12 6	0 1 0	0 0 11	...	0 15 9
	Cost to Local and Municipal Funds.	10 12 0	...	7 15 6	3 1 5	95 4 8	6 8 1	4 6 3
	Total, Cost ...	236 15 9	236 10 4	17 0 1	3 9 5	105 15 0	13 0 2	7 10 4

* The percentages required for 2 (*a*), 2 (*b*), 2 (*c*), are to be calculated from the figures given in columns 7*a*, 7*b*, 7*c*, respectively, of General Table IV.

† The annual cost is calculated on the *direct* expenditure only The average cost of educating each pupil is obtained by dividing the direct expenditure by the average number on the rolls monthly during the year.

‡ The average cost of each pupil in Local Fund and Municipal Schools is to be obtained from the figures given in General Table VII.

§ Fractions of a rupee should be omitted, except in the columns showing the average annual cost of educating each pupil.

R. T. H. GRIFFITH,
Director of Public Instruction,
North-Western Provinces and Oudh

EDUCATION—GENERAL

Return of Colleges, Schools and Scholars in North-Western

Class of institutions.	PUBLIC INSTITUTIONS.															
	UNDER PUBLIC MANAGEMENT.												UNDER PRIVATE			
	Maintained by the Department.				*Maintained by Local Fund and Municipal Boards*				*Maintained by Native States*				*Aided by the Department or by Local Fund or Municipal Board.*			
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions	Number of Scholars on the rolls on 31st March	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Arts Colleges.																
UNIVERSITY EDUCATION. — English	2	168	156	138	1	12	11	10	...	...	...	...	4	203	208	179
Oriental	1	390	367	324	...	...	...	...	...	...	...	...	2	98	109	90
Colleges or Departments of Colleges for Professional Training																
Law	...	...	...	...	...	...	...	...	..	...	...	...	2	39 (40)	31 (29)	24 (23)
Medicine	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering ...	..	..	...	...	...	...	...	..	..	.	...	...	...	...	...	...
Total ...	3	558	523	462	1	12	11	10	...	...	...	...	8	340 (40)	348 (29)	293 (23)
Secondary Schools.																
SCHOOL EDUCATION — GENERAL. — For Boys { English ..	1	467	467	398	43	8,013	7 309	6,271	...	...	...	...	63	12,173	11,472	9,483
For Boys { Vernacular,	1	117	111	92	416	33,382	30,632	26,821	...	...	...	...	5	476	465	411
For Girls { English ..	...	...	...	...	...	...	...	...	...	...	...	...	13	1,275	1,249	1,196
For Girls { Vernacular,	...	...	...	...	...	...	...	...	...	...	...	...	..	...	..	...
Total ...	2	584	578	490	459	41,395	37,941	33,092	...	..	4	...	81	13,924	13,186	11,090
Primary Schools.																
For Boys	...	...	..	...	5,026	174,812	167,050	137,488	1	43	80	32	86	5,638	5,295	4,244
For Girls	...	..	..	...	165	3,770	3,713	2,953	...	...	...	..	142	4,648	4,571	3,253
Total ..	...	...	...	...	5,191	178,582	170,763	140,441	1	43	80	32	228	10,286	9,866	7,497
Schools for Special Instruction.																
SCHOOL EDUCATION — SPECIAL. — Training Schools for Masters. ..	...	..	...	10	406	383	359	...	...	...	...	1	23	22	22	
Training Schools for Mistresses ...	...	...	...	2	5	6	6	...	...	...	...	1	92	87	84	
Schools of Art	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Law Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Medical Schools ..	The returns of these Institutions cannot fit into this from.															
Engineering & Surveying Schools.																
Industrial Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	2	169	165	150
Other Schools ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ..	...	...	...	...	12	411	389	365	.	...	...	...	4	284	275	256
TOTAL OF COLLEGES & SCHOOLS OF PUBLIC INSTRUCTION	5	1,142	1,101	952	5,663	220,400	209,104	173,908	1	43	80	32	321	24,834	23,675	19,186

PRIVATE INSTITUTIONS ...
1. Advanced, teaching—
   (a) Arabic or Persian ... ...
   (b) Sanskrit ... .
   (c) Any other Oriental Classic ... ..
2. Elementary teaching a Vernacular only or mainly ...
3. European & Eurasian Schools not conforming to Departmental Standards
4. Other Schools not conforming to Departmental Standards

I.—The term *classical language* in column 25 includes European and Oriental
II.—Mixed schools should be shown as boys' schools or as girls' schools, according
III.—Where boys and girls attend the same school, the column of Remarks should
IV.—The sub divisions of column 27 regarding races or creeds will vary according

TABLE III.

Provinces and Oudh, for the official year 1883-84.

Management. Unaided.						Number of Scholars on the 31st of March Learning			Classification of Scholars on the 31st of March according to Race or Creed.							Remarks.
Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Grand Total of Public Institutions.	Grand Total of Scholars on the 31st of March.	English.	A classical language.	A vernacular language.	Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.			
18	19	20	21	22	23	24	25	26	27a	27b	27c	27d	27e	27f	27g	28
...	...	...	...	7	383	383	315	8	10	1	318	53	1			
...	...	...	...	3	488	10	453	35	...	...	433	55	...			
...	...	...	...	2	39 (40)	39 (40)	...	...	1	1	32 (37)	5 (2)	... (1)	...	...	The numbers within brackets indicate the number of students who attend both the Arts classes and the Law classes.
...	...	...	...	...	...	...	...	...	...	...	...	...	...			
...	...	...	...	...	...	...	...	...	...	...	...	...	...			
...	...	...	...	12	910 (40)	432 (40)	768	48	11	2	783 (37)	113 (2)	1 (1)			
3	530	496	415	110	21,183	19,393	9,633	11,728	1,083	874	15,081	4,105	40			
...	...	...	...	422	33,975	57	3,276	33,233	...	5	26,297	7,662	11			
...	...	...	...	13	1,275	1,066	232	587	750	525	...	...	...			
...	...	...	...	...	...	...	...	...	...	...	...	...	...			
3	530	496	415	545	56,433	20,516	13,141	45,548	1,833	1,404	41,378	11,767	51			
31	1,425	1,420	1,089	5,144	181,918	3,356	8,286	182,270	414	462	155,361	25,617	64			
17	387	393	229	324	8,805	370	465	8,324	152	992	4,728	2,919	14			
48	1,812	1,813	1,368	5,468	190,723	3,726	8,751	190,594	566	1,454	160,089	28,536	78			
...	...	...	...	11	429	...	56	591	...	23	319	87	...			
...	...	...	...	3	97	92	...	97	10	82	5	...	...			
...	...	...	...	...	...	...	...	...	...	...	...	...	...			
...	...	...	...	...	...	...	...	...	...	...	...	...	...			
...	...	...	...	...	...	...	...	...	...	...	...	...	...			
...	...	...	...	2	169	...	...	*54	...	169	...	...	...			*Remaining learn needle and fancy work.
...	...	...	...	16	695	92	56	742	10	274	324	87	...			344 Girls in Boys' schools.
51	2,342	2,309	1,803	6,041	248,761	24,766	22,716	236,927	2,420	3,134	202,574	40,503	130			5 Boys in Girls' schools.
...			...	1,687	15,300	17	13,685	1,761	...	...	5,110	10,190	...			
...			...	247	3,290	35	2,917	505	...	...	3,286	4	...			
...			...	301	4,525	...	4,525	...	...	...	2,080	2,445	...			
For Boys...			...	3,258	29,358	60	2,714	29,205	...	31	18,936	10,391	...			
„ Girls...			...	6	139	...	...	139	...	...	27	112	...			
For Boys...			...	...	...	...	...	...	...	...	...	...	...			
„ Girls...			...	2	72	72	14	...	72	...	...	...	...			333 Girls in Boys' schools.
For Boys...			...	408	6,605	194	1,254	5,231	...	458	4,637	1,510	...			8 Boys in Girls' schools.
„ Girls...			...	19	327	22	20	285	...	42	175	110	...			
Total			...	5,928	59,616	400	25,129	37,126	72	531	34,251	24,762	.			677 Total Girls in Boys' schools.
Grand Total			...	11,969	308,377	25,166	47,845	274,053	2,492	3,665	236,825	65,265	130			13 Total Boys in Girls' schools.

classical languages.
as the number of boys or of girls is greater.
show the number of girls in boys' schools and the number of boys in girls' schools.
to circumstances.

R. T. H. GRIFFITH,
Director of Public Instruction, N.-W. P. and Oudh.

EDUCATION—GENE

Return of Expenditure on Public Instruction in North-

PUBLIC

Object of Expenditure.	Under Public Management. Maintained by the Department. Provincial Revenues.	Local Rates or Cesses.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Maintained by Local Fund and Municipal Boards. Provincial Revenues.	Local Rates or Cesses.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Maintained by Native States. Native State Revenues.	Local Rates or Cesses levied in Native States	Municipal Funds raised in Native States.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2a	2b	2c	2d	2e	2f	2	3a	3b	3c	3d	3e	3f	3	4a	4b	4c	4d	4e	4f	4
	Rs			Rs	Rs.	Rs.	Rs	Rs.	Rs.	Rs.	Rs	Rs.	Rs	Rs		Rs	Rs.			Rs	Rs.
University Education.																					
Arts Colleges.																					
English ...	85,628	..	...	6,526	...	3,929	95,483	...	3,926	...	157	...	...	4,083	...	...	...	...	...	...	...
Oriental ...	12,733	...	.	...	...	291	13,024	...	...	...	...	...	...	...	..	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.																					
Law ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medicine ...																					
Engineering ...																					
Total ...	97,761	..	.	6,526	...	4,220	1,08,507	...	3,926	.	157	...	...	4,083	.	..	...	...	...	...	...
School Education, General.																					
Secondary Schools.																					
For Boys { English ...	10,468	...	..	5,102	...	...	15,570	...	1,75,056	12,006	34,116	964	3,889	2,26,031	..	...	...	. .	...	...	...
For Boys { Vernacular	1,500	...	...	...	1,074	...	2,574	...	1,32,288	3,717	12,201	934	2,460	1,51,600	...	...	...	...	...	...	...
„ Girls { English	...	.	.	...	...	...	...	...	...	...	...	...	...	...	..	...	...	..	...	...	...
„ Girls { Vernacular																					
Total ...	11,968	..	...	5,102	1,074	...	18,144	...	3,07,344	15,723	46,317	1,898	6,349	3,77,631	...	...	..	..	...	...	...
Primary Schools.																					
For Boys ...	...	...	...	...	...	..	...	...	4,91,338	23,662	4,973	1,472	1,608	5,23 053	.	...	...	...	..	300	300
„ Girls ...	...	...	...	...	...	...	...	...	15,336	642	..	252	10	16,240	.	...	...	..	...	...	...
Total ...	...	...	...	...	...	...	...	...	5,06,674	24,304	4,973	1,724	1,618	5,39,293	...	...	...	...	...	300	300
School Education, Special.																					
Schools for Special Instruction.																					
Training Schools for Masters.	...	...	...	...	...	...	...	29	44,286	...	4	...	208	44,529	...	...	...	...	...	...	...
Training Schools for Mistresses	...	...	...	...	...	...	...	...	158	...	...	...	18	186	...	...	...	..	...	...	...
Schools of Art ...																					
Law Schools ...																					
Medical Schools ...																					
Engineering and Surveying Schools.																					
Industrial do. ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	...	...
Other Schools ...																					
Total ...	...	...	..	...	...	...	...	29	44,456	...	4	...	226	44,715	...	...	...		...	. .	...
University ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	...	...	...	...	...	...
Direction ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	...	...	...	...	...	...
Inspection ...	...	...	...	...	...	...	.	...	...	...	...	...	...	...	..	...	...	...	...	...	...
Scholarships held in Arts Colleges, Professional Colleges	1,528	...	...	...	...	1,256	2,784	...	...	300	...	...	...	300	...	...	...	.	...	...	...
Scholarships held in Secondary Schools.	292	...	...	...	...	48	340	3,501	27,240	2,966	...	96	1,169	34,972	...	...	...	...	...	...	...
Scholarships held in Primary Schools.	...	...	...	...	...	...	...	...	...	...	...	...	21	21	...	...	...	...	..	...	
Scholarships held in Special Schools other than Training Schools.	...	...	...	...	...	...	...	96	...	...	...	...	...	96	...	...	...	...	...	...	
Buildings .	...	...	...	...	...	...	...	...	57,191	47	...	...	480	57,718	...	...	...	...	..	...	...
Furniture and Apparatus, (Special grants only).	...	...	..	...	...	...	...	...	1,452	92	...	...	81	1,625	...	...	...	..	...	...	...
Miscellaneous ...	2,707	..	...	...	...	...	2,707	...	20,820	162	166	...	253	21,401	..	...	...	...	...	...	...
Total ...	4,527	.	...	...	...	1,304	5,831	3,597	1 06,703	3,567	166	96	2,004	1,16,133	...	...	...	...	...	...	...
TOTAL—EXPENDITURE ON PUBLIC INSTRUCTION.	1,14,256	...	...	11,628	1,074	5,524	1,32,482	3,626	9,69,108	43,594	51,617	3,718	10,197	10,81,855	...	...	...	...	...	300	3

I.—Fractions of a rupee are to be omitted.

II.—If the income of any school maintained by the Department (or by a Local or Municipal Board) exceeds the expenditure, the return of such school the income from fees or other private sources alone exceeds the expenditure, the excess income and the sources from which it is derived

III.—If the income of any aided school exceeds the expenditure, the excess should be proportionately deducted from the sub-heads of Endowments, Provincial Revenues and from Local and Municipal Funds should be shown in full.

IV.—In calculating the expenditure from Provincial Revenues or any other Fund, all payments or contributions from Fees or other sources

V.—The expenditure under 'University,' 'Direction' and 'Inspection' should be shown only in column 7 and its sub-divisions, and not in the

VI.—The expenditure on stipends held in Training Schools should be shown as part of the expenditure in those schools, not under the head of

VII.—The expenditure entered in columns 4a, 4b, and 4c, should be included in column 7e, and not in columns 7a, 7b, and 7c The expenditure

RAL TABLE IV.

Western Provinces and Oudh, for the official year 1883-84.

INSTITUTIONS.																	
UNDER PRIVATE MANAGEMENT.											TOTAL EXPENDITURE FROM						
Aided by the Department or by Local Fund or Municipal Boards.							*Unaided.*										
Provincial Revenues.	Local Rates or Cesses.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Local Rates or Cesses.	Municipal Funds.	Fees.	All other sources.	GRAND TOTAL.	REMARKS.
5a	5b	5c	5d	5e	5f	5	6a	6b	6c	6	7a	7b	7c	7d	7e	7	8
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
26,027	...	5,151	4,348	317	46,475	82,318	...	...	...	...	1,11,055	3,926	5,151	11,031	50,721	1,81,884	
2,866	...	73	138	...	3,690	6,767	...	...	...	...	15,599	...	73	138	3,981	19,791	
1,610	...	...	2,256	...	3,470	7,336	...	...	...	...	1,610	...	...	2,256	3,470	7,336	
30,503	...	5,224	6,742	317	53,635	96,421	...	...	...	...	1,28,264	3,926	5,224	13,425	58,172	2,09,011	
66,603	64,055	12,522	78,155	11,811	1,34,460	3,67,606	1,312	626	8,565	10,503	77,071	2,39,111	24,528	1,18,685	1,80,315	6,19,710	
600	1,524	240	678	669	1,305	5,016	...	...	...	...	2,100	1,33,812	3,957	12,879	6,442	1,59,190	
14,048	13,728	870	48,209	1,609	30,520	1,08,984	...	...	...	...	14,048	13,728	870	48,209	32,129	1,08,984	
81,251	79,307	13,632	1,27,042	14,089	1,66,285	4,81,606	1,312	626	8,565	10,503	93,219	3,86,651	29,355	1,79,773	1,98,886	8,87,884	
3,755	15,272	2,540	8,165	4,266	16,160	50,158	216	1,307	4,366	5,889	3,755	5,06,610	26,202	13,354	29,479	5,79,400	
7,660	13,492	1,260	2,937	4,259	27,842	57,450	13	949	1,031	1,993	7,660	28,828	1,902	2,950	34,343	75,683	
11,415	28,764	3,800	11,102	8,525	44,002	1,07,608	229	2,256	5,397	7,882	11,415	5,35,438	28,104	16,304	63,822	6,55,083	
...	600	...	...	...	1,302	1,902	...	...	...	...	29	44,898	...	4	1,510	46,431	
...	2,400	...	955	...	2,785	6,140	...	...	...	...	...	2,568	...	955	2,803	6,326	
...	1,080	...	...	...	1,080	2,160	...	...	...	...	...	1,080	...	...	1,080	2,160	
...	4,080	...	955	...	5,167	10,202	...	...	...	...	29	48,586	...	959	5,393	54,917	
...	...	...	...	...	...	...	...	...	...	...	..	...	...	10,407	...	10,407	
...	...	...	...	...	...	...	...	...	...	...	36,865	...	...	...	...	36,865	
...	...	...	...	...	...	...	...	...	...	...	200	2,21,705	...	...	...	2,21,905	
1,703	...	...	...	...	5,176	6,879	...	...	...	...	3,231	...	300	...	6,432	9,963	
780	1,327	570	84	..	2,842	5,603	...	...	...	...	4,573	28,567	3,536	84	4,155	40,915	
...	...	...	...	...	792	792	...	...	...	...	...	...	...	...	813	813	
...	...	...	...	...	...	...	...	...	...	...	96	...	...	...	...	96	
15,000	1,000	...	...	38	45,709	61,747	...	...	...	...	15,000	58,191	47	...	46,227	1,19,465	
...	...	...	217	...	4,052	4,269	...	...	...	...	...	1,452	92	217	4,133	5,894	
...	...	...	123	...	30	153	...	...	...	...	2,707	20,820	162	289	283	24,261	
17,483	2,327	570	424	38	58,601	79,443	...	...	...	...	62,672	3,30,735	4,137	10,997	62,043	4,70,584	
1,40,652	1,14,478	23,226	1,46,265	22,969	3,27,690	7,75,280	1,541	2,882	13,962	18,385	2,95,599	13,05,288	66,820	2,21,458	3,88,316	22,77,479	

Government (or Local or Municipal) expenditure should be reduced accordingly, the income and expenditure of the school being thus equalised If in
should be shown in the column of Remarks.
Subscriptions, and other sources; or, if the receipts from those sources are insufficient, from sub-head of ces also. The actual receipts from Pro-
credited to that Fund should be deducted. Such payments should be shown as expenditure under the sub-heads to which they belong.
preceding columns.
Scholarships.
entered in column 4*d* should be included in column 7*d*.

R. T. H. GRIFFITH
Director of Public Instruction, N.-W. P. and Oudh.

Return of the Stages of Instruction of Pupils in Public Schools for General Education

Class of Schools.			Number of schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination. 1			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage. 2		
					Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools—										
For Boys...	Departmental,	English ...	1	467	75	...	75	212	...	212
		Vernacular ...	1	117	38	...	38	29	...	29
	Local Fund ...	English ...	36	7,577	691	...	691	2,381	...	2,381
		Vernacular ...	414	33,136	61	...	61	4,173	...	4,173
	Municipal ...	English ...	8	467	...	...	...	79	...	79
		Vernacular ...	2	246	...	...	...	20	...	20
	Native States,	English ...	...	...	...	...	...	...	...	...
		Vernacular ...	...	...	...	...	...	...	...	...
	Aided ...	English ...	62	12,142	1,143	...	1,143	2,868	8	2,876
		Vernacular ...	5	476	88	...	88	167	...	167
	Unaided ...	English ...	3	530	46	...	46	121	...	121
		Vernacular ...	...	...	...	...	...	...	...	...
	Total ...		532	55,158	2,142	...	2,142	10,050	8	10,058
For Girls ...	Departmental,	English ...	...	...	...	...	...	...	...	...
		Vernacular ...	...	...	...	...	...	...	...	...
	Local Fund ...	English ...	...	...	...	...	...	...	...	...
		Vernacular ..	...	...	...	...	...	...	...	...
	Municipal ...	English ...	...	...	...	...	...	...	...	...
		Vernacular ...	...	...	...	...	...	...	...	...
	Native States,	English ...	...	...	...	...	...	...	...	...
		Vernacular ...	...	...	...	...	...	...	...	...
	Aided ...	English ...	13	1,275	...	112	112	...	376	376
		Vernacular ..	...	...	...	...	...	...	...	...
	Unaided ...	English ...	...	...	...	...	...	...	...	...
		Vernacular ...	...	...	...	...	...	...	...	...
	Total ...		13	1,275	...	112	112	...	376	376
Total, Secondary Schools ...			545	56,433	2,142	112	2,254	10,050	384	10,434
Primary Schools—										
For Boys ...	Departmental ...	...	...	...	...	...	...	...	...	...
	Local Fund ...	...	4,909	169,952	...	...	...	...	...	...
	Municipal ...	...	117	4,860	...	...	...	...	...	...
	Native States ...	...	1	43	...	...	...	...	...	...
	Aided ...	...	81	5,243	...	...	...	...	...	...
	Unaided ...	...	36	1,820	...	...	...	...	...	...
	Total ...		5,144	181,918	...	...	...	...	...	...
For Girls ...	Departmental ...	...	...	...	...	...	...	...	...	...
	Local Fund ...	...	157	3,693	...	...	...	...	...	...
	Municipal ...	...	8	167	...	...	...	...	...	...
	Native States ...	...	...	...	...	...	...	...	...	...
	Aided ...	...	142	4,648	...	...	...	...	...	...
	Unaided ...	...	17	387	...	...	...	...	...	...
	Total ...		324	8,805	...	...	...	...	...	...
Total, Primary Schools ...			5,468	190,723	...	...	...	...	...	...
GRAND TOTAL ...			6,013	247,156	2,142	112	2,254	10,050	384	10,434

NOTE.—The number of girls shown in this table should correspond with the number returned under
Mixed schools should be entered as boys' schools or girls' schools, according as the number

TABLE V.

in North-Western Provinces and Oudh, at the end of official year 1883-84.

Upper Primary Stage. Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Lower Primary Stage. Comprising all pupils who have not passed beyond the Lower Primary Stage. Reading Printed Books.			Not reading Printed Books.			Total.		
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
57	...	57	123	...	123	...	...	...	467	...	467
...	...	...	50	...	50	...	...	...	117	...	117
1,661	...	1,661	2,827	...	2,827	17	...	17	7,577	...	7,577
7,160	...	7,160	16,634	...	16,634	5,108	...	5,108	33,136	...	33,136
95	...	95	263	...	263	30	...	30	467	...	467
56	...	56	146	...	146	24	...	24	246	...	246
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
2,433	45	2,478	5,196	65	5,261	379	5	384	12,019	123	12,142
87	...	87	79	...	79	55	...	55	476	...	476
179	...	179	171	...	171	13	...	13	530	...	530
...	...	...	...	...	...	...	...	...	...	...	...
11,728	45	11,773	25,489	65	25,554	5,626	5	5,631	55,035	123	55,158
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	222	222	...	547	547	...	18	18	...	1,275	1,275
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	222	222	...	547	547	...	18	18	...	1,275	1,275
11,728	267	11,995	25,489	612	26,101	5,626	23	5,649	55,035	1,398	56,433
...	...	...	...	...	...	...	...	...	...	...	...
28,508	...	28,508	107,006	2	107,008	34,436	...	34,436	169,950	2	169,952
377	...	377	2,643	...	2,643	1,840	...	1,840	4,860	...	4,860
...	...	...	43	...	43	...	...	...	43	...	43
632	16	638	3,669	78	3,747	833	25	858	5,124	119	5,243
60	...	60	1,286	...	1,286	474	...	474	1,820	...	1,820
29,567	16	29,583	114,647	80	114,727	37,583	25	37,608	181,797	121	181,918
...	...	...	...	...	...	...	...	...	...	...	...
...	209	209	...	2,121	2,121	...	1,273	1,273	...	3,603	3,603
...	...	...	...	49	49	...	118	118	...	167	167
...	...	...	...	...	...	...	...	...	...	...	...
...	781	781	1	3,247	3,248	4	615	619	5	4,643	4,648
...	...	...	...	372	372	...	15	15	...	387	387
...	990	990	1	5,789	5,790	4	2,021	2,025	5	8,800	8,805
29,567	1,006	30,573	1,14,648	5,869	120,517	37,587	2,046	39,633	181,802	8,921	190,723
41,295	1,273	42,568	1,40,137	6,481	146,618	43,213	2,069	45,282	236,837	10,319	247,156

Primary and Secondary Schools in General Forms I. and III. of boys or of girls is greater.

R. T. H. GRIFFITH,

Director of Public Instruction, N.-W. P. and Oudh.

EDUCATION, GENERAL TABLE VI.

Return showing the Results of Prescribed Examinations in N.-W. P. and Oudh during the official year 1883-84.

Nature of Examination.	Number of Institutions sending Examinees.				Number of Examinees.					Number Passed.					Race or Creed of passed Scholars.					
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Eurasians	Native Christians.	Hindus.	Muhammedans.	Others.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16a	16b	16c	16d	16e	16f
Arts Colleges—																				
1. Master of Arts	2	1	.	3	8	2	...	...	10	7	...	...	..	7	...	...	7	...	...	
2 Bachelor of Arts	1	1	...	2	31	27	...	...	58	15	17	...	...	32	...	1	27	4	...	
3. B. Sc.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
4. First B. A.	1	...	...	1	5	...	...	..	5	5	...	...	...	5	...	...	4	1	...	
4. First Arts	2	1	...	3	65	86	..	...	151	46	38	...	..	84	...	...	71	13	...	
4. Previous Examination ...	1	..	...	1	17	...	...	...	17	14	...	...	...	14	...	...	14	...	...	
Colleges for Professional Training—																				
Law—																				
1 Doctor of Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
2. Bachelor of Law	1	1	...	2	1	...	...	...	1	1	...	...	...	1	...	...	1	...	...	
3. High Court Pleadership ...	...	...	..	...	6	...	...	...	6	6	...	...	...	6	...	...	5	1	...	
Medicine—																				
1. M. D.	...	...	..	...	...	...	...	...	...	...	...	...	..	...	...	...	...	...	...	
2 M. B.	...	...	...	...	...	...	.	...	...	...	...	...	...	...	...	...	...	...	...	
3. L. M. S.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
4. First M. B.	...	..	..	...	...	...	...	...	...	...	...	...	..	...	...	...	...	...	...	
4. First L. M. S.	...	..	...	...	...	...	..	...	...	...	...	...	...	...	...	...	..	...	...	
Engineering—																				
1. M. C E.	...	...	...	...	...	...	.	...	...	...	...	...	...	...	...	...	...	...	...	
2. B. C. E.	...	...	..	...	...	...	...	...	...	...	...	...	.	...	...	...	...	...	...	
3. L. C. E.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
4. First L. C. E.	...	...	...	...	...	...	..	...	...	...	...	..	...	...	...	..	...	...	...	
Schools of General Education—																				
Matriculation ... Boys* ...	25	30	2	57	245	269	11	9	534	128	121	6	1	256	19	4	185	48	...	
Matriculation ... Girls ...	...	2	...	2	...	11	...	...	11	...	9	...	...	9	9	...	...	...	...	
Public Service Certificate Examination. English ...	38	41	4	83	474	436	21	111	1,044	346	201	12	50	609	9	12	491	103	...	
Public Service Certificate Examination. Verancular ...	387	11	...	398	1,382	49	...	261	1,692	779	13	...	69	861	...	...	684	177	...	
Schools of Special Instruction—																				
1. Training School Examination for Masters. Upper,	6	...	...	6	173	...	...	39	212	158	...	...	24	182	...	...	138	44	...	
1. Training School Examination for Masters. Lower,	...	...	...	...	153	...	..	11	164	84	...	...	9	93	...	...	67	26	...	
2 Training School Examination for Mistresses. Upper, Lower,	1	...	...	1	...	92	..	...	92	...	10	...	...	10	...	10	...	...	...	
3. Panjab University Oriental Examination.	...	1	...	1	...	14	...	...	14	...	14	...	...	14	...	...	4	10	...	
4. Benares Sanskrit College Examinations.	3	...	...	3	25	...	...	...	25	14	...	...	...	14	...	...	14	...	...	

* Including Examination of the Panjab University.

NOTE.—Any other special examination, such as the Intermediate or other examinations of the Panjab University, may be added to this list.

R. T. H. GRIFFITH,

Director of Public Instruction, N.-W. P. and Oudh.

EDUCATION, GENERAL TABLE VII.

Return showing the Distribution of Local Fund and Municipal Expenditure on Public Instruction in North-Western Provinces and Oudh for the official year 1883-84.

Objects of Expenditure.	Expenditure of Local Fund Boards on Public Instruction. In Institutions maintained by Local Fund Boards.										
	Number of institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.	Local rates or cesses.	Municipal grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8	9	10	11	12
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges.											
University Education. — English	1	12	11	10	...	3,926	...	157	..	...	4,083
University Education. — Oriental	...	...	...	...	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.											
University Education. — Law	...	...	...	...	...	...	...	...	...	...	...
University Education. — Medicine											
University Education. — Engineering											
Total ...	1	12	11	10	...	3,926	...	157	...	...	4,083
Secondary Schools.											
School Education, General. — For Boys ... English ...	39	8,351	7,645	6,568	...	1,74,216	6,806	33,480	612	3,679	2,18,793
School Education, General. — For Boys ... Vernacular ...	414	33,136	30,414	26,628	...	1,32,288	3,240	11,984	934	2,460	1,50,906
School Education, General. — For Girls ... English ...	...	...	...	...	...	...	...	...	...	...	...
School Education, General. — For Girls ... Vernacular ...											
Total ...	453	41,487	38,059	33,193	...	3,06,504	10,046	45,464	1,546	6,139	3,69,699
Primary Schools.											
School Education, General. — For Boys	4,923	1,70,954	1,63,326	1,34,256	...	4,89,958	3,410	3,924	980	1,427	4,99,699
School Education, General. — For Girls	157	3,603	3,551	...	...	15,156	108	...	252	10	15,526
Total ...	5,080	1,74,557	1,66,877	1,34,256	...	5,05,114	3,518	3,924	1,232	1,437	5,15,225
Schools for Special Instruction.											
School Education, Special. — Training Schools for Masters ...	10	406	383	359	29	44,288	...	4	...	208	44,529
School Education, Special. — Training Schools for Mistresses ...	2	5	6	6	...	168	...	...	...	18	186
School Education, Special. — Schools of Art											
School Education, Special. — Law Schools											
School Education, Special. — Medical Schools											
School Education, Special. — Engineering and Surveying Schools ...											
School Education, Special. — Industrial Schools	...	...	...	...	...	...	...	...	...	...	...
School Education, Special. — Other Schools											
Total ...	12	411	389	365	29	44,456	...	4	...	226	44,715
Inspection	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in Arts Colleges	...	...	...	...	...	...	300	...	...	...	300
Scholarships held in Professional Colleges											
Scholarships held in Secondary Schools	...	...	...	...	3,501	27,020	2,966	...	96	1,323	34,906
Scholarships held in Primary Schools	...	...	...	...	...	...	...	...	...	21	21
Scholarships held in Special Schools other than Training Schools.	...	...	...	...	96	...	...	...	...	...	96
Buildings	...	...	...	...	...	57,145	47	...	...	473	57,665
Furniture and Apparatus (Special Grants only).	...	...	...	...	...	1,134	92	...	...	355	1,581
Miscellaneous	...	...	...	...	...	20,820	162	166	...	253	21,401
Total ...	...	...	...	...	3,597	1,06,119	3,567	166	96	2,425	1,15,970
Grand Total ...	5,546	2,16,467	2,05,336	1,67,824	3,626	9,66,119	17,13[illegible]	49,715	2,874	10,227	10,49,692

I.—The sum of the expenditure in columns 12 and 27 should agree with the expenditure shown in column 3 of General Table IV.

Return showing the distribution of Local Fund and Municipal Expenditure on

Objects of Expenditure.	In Institutions maintained by: The Department.	Municipal Boards.	Private persons or Associations.	Total Local Fund Expenditure on Public Instruction.	Number of Institutions	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.
	13	14	15	16	17	18	19	20
University Education.								
Arts Colleges.	Rs.	Rs	Rs.	Rs.				
English	...	...	...	3,926	...	...	...	...
Oriental	...	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.								
Law	...	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...	...
Total ...	...	...	...	3,926	...	...	...	...
School Education, General.								
Secondary Schools.								
For Boys ... English...	...	840	64,055	2,39,111	9	529	490	419
For Boys ... Vernacular	...	...	1,524	1,33,812	2	246	218	193
For Girls ... English	...	...	13,728	13,728	1	25	25	25
For Girls ... Vernacular	...	...	...	...	...	...	...	...
Total ...	...	840	79,307	3,86,651	12	800	733	637
Primary Schools.								
For Boys	...	1,380	15,272	5,06,610	117	4,860	4,745	4,017
For Girls	...	180	13,492	28,828	8	167	161	131
Total ...	...	1,560	28,764	5,35,438	125	5,027	4,906	4,148
School Education, Special.								
Schools for Special Instruction.								
Training Schools for Masters	...	...	600	44,888	...	...	...	...
Training Schools for Mistresses	...	...	2,400	2,568	...	...	...	...
Schools of Art	...	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...	...
Engineering and Surveying Schools ...	...	...	...	...	...	...	...	...
Industrial Schools	...	...	1,080	1,080	...	...	...	...
Other Schools	...	...	...	...	...	...	...	...
Total ...	...	...	4,080	48,536	...	...	...	...
Inspection	...	...	...	2,21,705	...	...	...	...
Scholarships held in: Arts Colleges	...	...	...	...	...	...	...	...
Scholarships held in: Professional Colleges ...	...	...	...	...	...	...	...	...
Scholarships held in: Secondary Schools ...	402	...	1,145	28,567	...	...	...	...
Scholarships held in: Primary Schools... ...	...	...	...	...	...	...	...	...
Scholarships held in: Special Schools other than Training Schools.	...	...	...	...	...	...	...	...
Buildings	38	8	1,000	58,191	...	...	...	...
Furniture and Apparatus (Special Grants only) ...	318	...	...	1,452	...	...	...	...
Miscellaneous	...	...	...	20,820	...	...	...	...
Total ...	758	8	2,145	3,30,735	...	...	...	...
Grand Total ...	758	2,408	1,14,296	13,05,286	137	5,827	5,639	4,785

II.- The sum of the expenditure in columns 16 and 31 should agree with the expenditure shown in columns 7*b* and 7*c*, respectively,

RAL TABLE VII.

Public Instruction in North-Western Provinces and Oudh for the official year 1883-84.

Expenditure of Municipal Boards on Public Instruction.												
In Institutions maintained by Municipal Boards.							*In Institutions maintained by*			Total Municipal Expenditure on Public Instruction.	Total Expenditure of Local Fund and Municipal Boards on Public Instruction.	Remarks.
Provincial grants.	Municipal rates.	Local Fund grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Department.	Local Fund Boards.	Private persons or Associations.			
21	22	23	24	25	26	27	28	29	30	31	32	33
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	...	...	...	...	...	...	...	...	5,151	5,151	9,077	
...	...	...	...	...	...	...	...	...	73	73	73	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	5,224	5,224	9,150	
...	5,200	840	636	352	210	7,238	...	6 806	12,522	24,528	2,63,639	
...	477	...	217	...	...	694	...	3,240	240	3,957	1,37,769	
...	...	...	...	...	...	...	...	...	870	870	14,598	
...	...	...	...	...	...	...	...	...	...	...	...	
...	5,677	840	853	352	210	7,932	...	10,046	13 632	29,355	4,16,006	
...	20,252	1,380	1,049	492	181	23,354	...	3,410	2,540	26,202	5,32.812	
...	534	180	...	...	...	714	...	108	1,260	1,902	30,730	
...	20,786	1,560	1,049	492	181	24,068	...	3,518	3,800	28,104	5,63,542	
...	...	...	...	...	...	...	...	...	...	...	44,888	
...	...	...	...	...	...	...	...	...	...	...	2,568	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	1,080	
...	...	...	...	...	...	...	...	...	...	...	48,536	
...	...	...	...	...	...	...	...	...	...	...	2,21,705	
...	...	...	...	...	...	...	...	300	...	300	300	
...	...	...	...	...	...	...	...	...	...	...	...	
...	66	...	...	...	...	66	...	2,900	570	3,536	32,103	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
...	45	8	...	...	...	53	...	2	...	47	58,238	
...	44	...	...	...	...	44	...	48	...	92	1,544	
...	...	...	...	...	...	...	...	162	...	162	20,982	
...	155	8	...	...	...	163	...	3,412	570	4,137	3,34,872	
...	26,618	2,408	1,902	844	391	32,163	...	16,976	23,226	66,[illegible]	13,72,106	

of General Table IV, and the Local Fund and Municipal Expenditure of Native States should be excluded.

R. T. H. GRIFFITH,
Director of Public Instruction, N.-W.

EXTRACTS FROM, OR ABSTRACTS OF, THE REPORTS

OF THE

DISTRICT BOARDS,

NORTH-WESTERN PROVINCES AND OUDH,

For the year ending the 31st March, 1884.

THERE has been no change during the past year in the system of control exercised by district boards over secondary and primary schools. With a few exceptions, the native members of these boards do not appear to have taken any very lively interest in educational matters, and the business in this department has been mainly managed by the Secretaries and the Deputy Inspectors. Most of the Secretaries—among whom I may specially mention Mr. Whish of Sháhjahánpur, who has inspected all the schools of his district and examined all the classes in them—have given much time and attention to educational matters, and much has been done also, as the reports will show, by many of the presidents.

2. The boards' reports are generally satisfactory, showing considerable progress in most of the districts of all divisions except Jhánsi, where there is as yet little demand for the instruction which vernacular schools supply. The reports on vernacular education in Fatehpur and Hamírpur also are disappointing. A more competent Deputy Inspector will be sent to Fatehpur. Hamírpur has been always, and will probably long remain, a very backward district in spite of all the efforts of the board to popularize and improve the schools.

3. In Dehra Dún, the school statistics are said to be encouraging, and primary schools show continuous improvement. In Saháranpur, there is a slight decrease in the number on the rolls, but an improvement in daily attendance. In Muzaffarnagar, on the whole the progress has been satisfactory. In Meerut, more favourable results have been obtained in middle and primary schools. In Bulandshahr, progress appears to be satisfactory. In Aligarh, there is a decrease in the average number of scholars on the roll. In Agra, there is improvement in numbers. In Farukhabad, there is no marked progress, but the results of the year are on the whole satisfactory. In Mainpuri, there is a decrease in the number of pupils. In Etáwah, there is an increase in numbers in halkabandi schools and a marked improvement on last year's work. In Etah, there is improvement in the department. In Bijnor, there is decided improvement in education. In Moradabad, the results of the year have been satisfactory. In Budaun, there is very encouraging increase in the number of pupils, and the desire for education is spreading. In Bareilly, there is increase in numbers and general improvement in the Education Department. In Sháhjahánpur, real work has been done during the year. In Pilibhít, progress has been made. In Fatehpur, the state of the schools is very unsatisfactory. In Bánda, the general standard of instruction has been raised. In Hamírpur, the work is in an unsatisfactory state. In Allahabad the primary schools have improved during the last four years, but still the education is in a backward state. In Jaunpur, education has made satisfactory progress. In Azamgarh, progress has been made. In Mirzapur, there is steady and satisfactory progress. In Gházipur, the numbers on the roll and the average attendance are annually improving. In Gorakhpur, the general result of the year's working is creditable. In Basti, the schools have shown better results than last year. In Jhánsi, the number of scholars has decreased, but better progress [in instruction] has been made. In Jalaun, the attendance at halkabandi schools has increased. For Lalitpur the returns are not satisfactory. In Kumaun, there is improvement in the attendance at schools of all classes. In Garhwál, the attendance has improved, and the people have at last begun to appreciate education. In Tarái, there is increase in numbers and average attendance. In Unao, attendance has improved in all classes of schools. In Bara Banki, the educational staff is to be congratulated on their work. In Sitapur, the progress made seems satisfactory. In Hardoi, on the whole there is improvement. In Kheri, education is advancing steadily. In Bahraich, there is a small decrease in attendance. In Rae Bareli, the results of examination have been satisfactory. In Sultanpur, fair progress is being made and the increase in numbers, attendance, and fees in village schools is very satisfactory.

4. Generally speaking then, even when due allowance is made for the reduction of the standard of the Middle Class Vernacular Examination by which the highest class of secondary vernacular schools is tested, the reports testify to good work and considerable improvement as regards both numbers and instruction. The Deputy

and Sub-Deputy Inspectors, with one or two exceptions, have given satisfaction to the district boards, and some of them have been very highly commended in the reports.

MEERUT DIVISION.

DEHRA DÚN —Secretary, Mr. J. S. C. Davis, C.S. Educational matters have been under the immediate control of a sub-committee of the district board. The number of schools has not changed. The school statistics are encouraging, the number of pupils on the rolls having increased from 791 to 848 and the average daily attendance from 570 to 634. Secondary instruction is given in two Government vernacular schools and in two aided English schools. Both the Government schools are reported by the Inspector to be efficient and progressive.

The statistics of primary schools seem to show a continuous improvement, and nothing better can be wished for. The Inspector's report was particularly good. Out of 23 schools examined 21 were passed as efficient and 17 as having made progress during the year. The results of the Upper and Lower Primary Examinations are very encouraging. Thirty-seven boys passed the upper, and 123 the lower, examination, as against 27 and 69 respectively in 1882-83.

The educational sub-committee record their high appreciation of the services of M. Hori Lal, Deputy Inspector, who has spared no pains in raising the efficiency of the schools in the district.

SAHÁRANPUR.—Secretary, Rai Bal Mukund, Deputy Collector. There is a slight decrease in the number of boys on the roll in the schools of the district, but much improvement in the daily attendance of both boys and girls. The proportion of Muhammadans to Hindus appears to be large, showing that the former are making rapid progress in educating their children at Government and other public schools. The total tuitional cost for the district was Rs. 33,302, against Rs. 29,147 in the previous year. This increase is merely a matter of account, being the cost of the S. P. G. Orphanage and Miss Gray's schools at Roorkee, which are now for the first time included in the statements of the district board.

The number of boys passed in the Middle Class English and Vernacular Examinations shows that education in almost all classes of schools was unusually satisfactory. The American Presbyterian Mission School is doing well and the zila school has shown marked improvement. The question of the extension of the boarding-house has long been under consideration. Quarters for the superintendent have been completed this year and are now occupied. The tuitional results of the middle and primary vernacular schools were on the whole good. The sum of Rs. 368 was allotted in scholarships.

M. Zulfikar Ali, the late Deputy Inspector, retired in July last and was succeeded by M. Nawazish Husain. Both officers performed their duties satisfactorily.

MUZAFFARNAGAR.—President, Mr. W. M. Tidy, C.S. On the whole the progress in educational matters has been satisfactory. Out of 22 boys from the 10 schools of the higher grade who went up for the Middle Class Examination 16 passed, and 7 of these were placed in the 1st division. In 1882-83 the number of successful candidates was 11. The upper primary test was passed by 79 boys as against 89 in 1882-83, so that in this respect there was a falling off.

Some progress has been made in the erection of suitable buildings for halkabandi schools The conduct of the teachers has been, with few exceptions, satisfactory.

Thirty-three students from the district schools have obtained employment under the Government during the year.

The Deputy Inspector of Schools, M. Pyari Lal, has spared no pains in the performance of his duties and has fully maintained the high character which he has hitherto borne. The Sub-Deputy Inspector, M. Murari Lal, has also worked to the entire satisfaction of the board.

MEERUT.—President, Mr. F. N. Wright, C.S. "It cannot be said that the board thoroughly appreciates its position as regards all schools in the district: beyond the payment of bills presented by the Deputy Inspector, it has had little to do with the high school or the tahsíli schools. But in the matter of the halkabandi schools it has shown a direct interest and managed the entire arrangements in this district through a sub-committee consisting of Ahmad-ullah Khan, Muhammad Ali Khan, and Rae Bakhtawar Singh, Rae Bahadur.

"There are in the district of Meerut directly under the board the following schools:—

"A. Tahsíli schools, Meerut, and branch, Bágpat, Gháziabad, Hápur, Mawána, Sardhana, and pargana school, Baraut.

"B. The unaided anglo-vernacular schools, Hápur, Bágpat, Baraut, Bahadurgarh.

"The first three are supported by the municipal board of the towns in which they are situated. The last named has been recently established, and is supported by private subscriptions and fees realised from the scholars.

"C. Halkabandi schools, 170 in number.

" D. Free schools (unaided), supported by the municipalities of Meerut (two), Gháziabad, Bágpat, Baraut, Pilkhua, Shabdara, and Hápur, the latter of which is specially devoted to the teaching of Hindi.

" E. Girls' schools, two at Johari and Phosar.

" The total number on the rolls is in excess of, whilst the average attendance is almost identical with, that of the previous year. In free schools the numbers have decreased by two, but the average attendance is better, as it is also in the anglo-vernacular and halkabandi, whilst in the tahsíli schools it has fallen off somewhat. On the whole the figures show a satisfactory progress as regards numbers: let us now turn to results.

" *Secondary education.*—In the 1st and 2nd classes of tahsíli schools—that is, in the middle school—the numbers on the roll were 95 as compared with 87 of the past year; of these no less than 19 boys passed the Middle Class Examination, 10 in the 1st and 9 in the 2nd division. This is a great improvement on last year, when only three passed, but the result has possibly something to do with the standard of examination—a matter which lies beyond the board's cognisance. At the same time the board can congratulate itself on the Meerut district being the most successful in the division.

" The result of the examination of the middle schools conducted by the Inspector of Schools was also very satisfactory; all were found efficient, 6 improved and one stationary as compared with 2 efficient and 5 stationary last year. Moreover, 8 boys passed the Roorkee Examination this year against 4 who passed in 1882-83.

" There are 17 teachers in the 7 middle schools, one headmaster and one assistant to each. In Meerut, however, there are three assistants and an extra Persian master. Of the headmasters all have certificates; of the assistants 7 are certificated, 3 uncertificated (including the Persian master). There are also 6 additional teachers paid from the halkabandi funds at the rate of Rs. 8 per mensem, making in all a teaching staff of 23.

" There are 3 Government school buildings at Hápur, Baraut, and Gháziabad; at Mawána and Meerut the schools are held in suitable buildings rented at Rs. 3 and Rs. 16 per mensem respectively.

" In Sardhana a new school-house is being built at the cost of Lady Forester, the representative of the Begam Sumru and owner of the Sardhana palace, who maintains a lively interest in a place with which she is so closely connected and has already built and endowed a dispensary. For Bágpat a new school-house has been sanctioned, a site selected and the money allotted, so that this year should see the long-standing scandal of the wretched Bágpat school at an end.

" In Mawána and Meerut the accommodation obtained by hire is ample, and much more than would be obtained by any building costing the capitalised value of the rent paid, so that there appears no reason at present to alter the arrangements there.

" Last year, of the halkabandi teachers 122 were certificated and 66 uncertificated, or a total of 188; in the year under report there were 125 certificated and 68 uncertificated, or a total of 193 teachers.

" *Anglo-vernacular school.*—At Hápur M. Altaf Ali, the English teacher, gets Rs 40 per mensem. A boarding-house in connection with the school has been provided by the municipality since February, 1883 There are 6 inmates at present.

" Last year there were 40 boys in the school, but in the year under report there are only 30, showing a decrease of 10. The master has been warned if his classes fall off, so will his pay.

" Bágpat.—Pandit Sujan Singh gets Rs. 30 per mensem. Last year there were 35 boys and in this year 30, showing a decrease of 5 boys or 30 against 35. But the teacher has worked well, as reported by the Inspector.

" Baraut.—Pandit Janki Prasad gets Rs. 40 per mensem. Last year the number of boys on the roll was 36 and this year 47, showing an increase of 11. The school was reported satisfactory both as regards instruction and attendance.

" Bahadurgarh.—M. Ghafur Bux gets Rs. 25 per mensem. This school was established last February, and there are at present 28 boys.

" The halkabandi schools are located in 65 Government buildings, and three were under construction at the close of the year: 6 schools and 4 teachers' houses were also sanctioned at the close of the year from savings and will be built immediately; 6 houses are rented for schools at a monthly cost of Rs. 5-12, and the remainder are located in borrowed houses and the village chaupals—a very undesirable arrangement. It is, however, not desirable to have buildings of any permanency in a large majority of the halkabandi schools, many of which are of a very temporary character.

" Theoretically primary education ought to be brought to every poor man's door; my predecessor, on the contrary, was of opinion it would be a better policy to have fewer schools and a better-paid class of teacher. Whilst agreeing with him in the latter point, if it can be managed, I am opposed to reducing the number of schools; in fact, it requires some hardness of heart to resist the applications of zamindars to establish fresh schools in their villages. When we consider the class of boys who attend halkabandi schools, it is impossible to expect them to go three or four miles every day to school, even were there no risk of their playing truant. But every fairly-sized village should

have its school as far as funds will admit, and to induce boys from out-villages to come to school we have commenced a system of building boarding-houses. This is rather a pretentious name for the humble structures which only just afford shelter, but they are made use of to a fair extent, and I have hopes the plan may be extended, as it is undoubtedly a boon to the willing scholar in whose village there is no school.

"During the year one school was closed, 7 transferred, and 4 new ones opened. Nine teachers were dismissed for bad work, 3 resigned, and 2 absconded. The classification of the schools given by the Inspector is as follows :—

	Efficient average.	*Inefficient average.*	*Improved.*	*Stationary.*	*Failed.*	*Passed.*
1882 ...	79	27	55	35	9·7	70
1883 ...	89	10	64	33	2	77

a very decided improvement, due probably to the appointment of a second Sub-Deputy Inspector and the interest I have tried to arouse in education amongst my subordinate staff.

"It is no use mincing matters. So far the members of the board have not displayed the very least spark of interest in primary education. The executive control of the halkabandi schools has been very efficiently carried out by Rae Bakhtawar Singh, Rae Bahadur, but merely from his office chair. So far as I have been able to ascertain, not one of the members has visited a halkabandi school, offered prizes, or done anything to encourage the teachers. But I have got my subordinates (including tahsildars) when on tour to examine schools (Mr. Rose did good work in this way in 1882-83), and I have examined a number of schools myself.

"From the frequent applications for schools I am convinced that there is a real desire for elementary education of the Government standards. Of course in purely agricultural villages the scholars from the agricultural classes are few; but it seems to me, comparing present with past experience, or at any rate Meerut with Cawnpore as I remember it, there is a general inclination towards picking up a smattering of education.

"For the 8 municipal free schools in this district there are 11 teachers, of whom 6 are certificated and 5 non-certificated. Two Government school buildings are in use, 3 borrowed and 3 on rent.

"The assistant teacher of Shahdara came under reduction since February, 1884, owing to general reduction of establishment in that municipality. I am afraid to a great extent the free schools are a sham, and are merely kept up as a concession to official opinion. The members of the municipal boards have not looked and will not look after them without constant pressure. This subject will receive closer attention during the present year.

"*Girls' schools.*—In the 2 schools of this denomination, the one at Johari and one at Phosar, the total number of girls on the rolls last year was 46 against 47 of the year under report, and the average attendance about 36. The girls are all Hindus and read Nagri. Both the mistresses of these schools are reported intelligent and industrious.

"In 1882-83 the fees from halkabandi schools amounted to Rs. 395-1-0, this year only to Rs. 350-14-0, which, as the total numbers have not fallen off, but increased, would imply that the agricultural classes have more largely availed themselves of the educational facilities afforded them.

"I may mention here that my predecessor endeavoured to arouse an interest in education by appointing the village magnates on *panches* to assist the schools and report. The plan has not been a success; with rare exceptions, such as Mir Fateh Ali of Dhaulana, Mir Hidayat Ali of Lawar, Muhammad Ismael of Sarawa (notably all Muhammadans), the *panches* have not shown the faintest interest in the progress of their schools and have absolutely refused to assist in buildings and repairs. Similarly, his endeavours to encourage a liking for manly sports, such as wrestling, have met with but little success; whilst the putting the boys of the several tahsils into distinctive uniforms has proved distasteful to the parents.

"The details of enrolled scholars under the head of lower primary are as follows :—

	1882-83.	1883-84.
Tahsili schools	401	393
Anglo-vernacular school	74	86
Halkabandi schools	4,394	4,646
Municipal free schools	303	291
Total ...	5,172	5,416

"Rs. 831-5-0 were expended on scholarships. In the middle vernacular schools there are 20 scholarship-holders, *viz.*, 10 at Rs. 3 each per mensem and 10 at Rs. 2 each per mensem. These are given by competition and for the 7 vacancies this year there were 70 candidates; the examination was held on 1st April by the Deputy Inspector of Schools and the educational sub-committee. In the zila school there are 8 scholarships of Rs. 3 each.

"In the year under report 4,770 books of the value of Rs. 680-2-6 were sold, and in the year preceding 4,261 books worth Rs. 597-1-3.

"This report has been confined to the schools which are by the Government Resolution No. 5, dated 14th March, 1882, directly under the district board; in these, as I commenced by saying, the members of that board display but a very faint interest. In the higher education, however, they show a very great interest, and I have on their behalf brought the question of the salaries of the educational staff in the Meerut High School somewhat urgently before the Director of Public Instruction—so far, I regret to say, without success, for the issue is a very simple one: Is the educational staff of a school like that at Meerut, which in quality and results of tuition compares most favourably with other schools of the same class, to be paid at a lower rate of salary? If so, one of two results must follow: either the masters will lose heart and efficiency will be impaired, or they will be transferred to other better-paid posts and so Meerut will be the loser.

"The increased demand for accommodation necessitated the adding of two good-sized rooms to the school building, which has been carried out this year. The boarding-house is more than full—it is crammed. The results of the Entrance Examination were that 6 passed out of 8 candidates. If the board had any funds of its own, it would long before this have supplemented the inadequate salaries of the headmaster and other teachers; but as the board to all intents and purposes has no funds, except those which are allotted to it on the basis of former budgets, it can do nothing itself to maintain the standard of efficiency the high school has now reached, beyond urging its claims upon Government. It is not within the board's immediate province to discuss the question whether higher education should or should not be paid for in a greater degree by those that benefit by it. My own opinion is that it should be, but that is not likely to find favour with the native members of the board, who naturally look to Government to supply all their wants. During the year a second Sub-Deputy Inspector has been entertained. The necessity for such an appointment was so obvious that I wonder it was never made before. It was simply impossible for the Deputy Inspector and Sub-Deputy Inspector to properly supervise the number of schools in this district. In the cold weather of 1882-83 the results of inadequate supervision were glaring: some schools had not been visited for 3 months; in one school I found one scholar and no master. I think there can be no question about the beneficial results of doubling the number of times a school is inspected. It is true the inspection is rather apt to become mechanical and the remarks recorded in the inspection-book are somewhat monotonous—"school improved; master warned to pay more attention to teaching;" but still the school is inspected, and bad results, low average attendance, absence of masters (often unreported before for months), are brought to notice. The second Sub-Deputy Inspector appointed by the board is a son-in-law of Rae Bakhtawar Singh, Rae Bahadur: as the man is fitted for the post by education, the long services of Bakhtawar Singh in the course of education meet with a fitting, though small, reward in the appointment. I think the more favourable results obtained this year in both middle and primary schools may be fairly attributed to the increased inspection.

"I have only to add that the Deputy Inspector, Najm-ud-din, has given every satisfaction in the performance of his duties and that the board notice his promotion with satisfaction."

BULANDSHAHR.—President, Mr. F. S. Growse, C.S. C.I.E. There is a decrease of 9 scholars in the 8 tahsili and pargana schools. The result of the Middle Class Vernacular Examination has been very satisfactory, 24 out of 47 candidates having passed. In the primary schools, 115 in number, the rolls show 4,674 boys as against 4,525, giving an increase of 149 on the preceding year. Three new schools have been built at a total cost of Rs. 896, of which Rs. 520 was locally subscribed. For a fourth school Rs. 300 and the wood for the roof have been contributed by the inhabitants of Likahra.

The 4 girls' schools have 102 names on the roll as against 95 last year. Their condition is stationary.

The Inspector reported favourably on 30 out of the 38 schools which he examined. The Deputy Inspector and the Sub-Deputy Inspector have examined all the schools repeatedly, and some have been visited by the district officers and by the Honorary Magistrates.

Books to the value of Rs. 1,597 were sold as against Rs. 692 last year. The scheme of studies was revised, and the new books are of higher price. A large number of books was also purchased by private persons who used to get them elsewhere.

ALIGARH.—Secretary, Mr. A. W. Cruickshank, C.S. As Mr. Cruickshank joined the district at the close of the year and had no notes left him for guidance, his report is little more than a review of the figures given in the statistical returns. Five middle vernacular schools have been reduced to the primary grade, one new halkabandi school has been established, and one of the 10 girls' schools has been closed for want of attendance. The average number of scholars on the roll has decreased from 6,329 to 5,182. The Secretary was orally informed by his predecessor that the committee had reason to be gratified with the work of the Deputy Inspector, M. Pitam Lal, and his subordinate staff, and that the halkabandi teachers, as a

rule had worked fairly well. Out of 56 candidates 38 passed the Middle Class Examination. The committee bestowed Rs. 955 in scholarships. The public service received 9 recruits from scholars of the district. The average attendance in girls' schools sank to 121 out of a nominal roll of 185.

AGRA DIVISION.

MUTTRA.—President, Mr. W. R. Burkitt, C.S. Middle schools have increased from 10 to 12, a middle school having been opened at Brindaban, and the branch school at Muttra, which was excluded last year, having been entered in this year's returns.

In 1882-83 there were 58 schools with upper primary classes and 129 with lower primary classes only, while in the year under report there were upper primary classes in 121 schools, being an increase of 63, the number of lower primary remaining unaltered.

At the Middle Class Examination the students of the Muttra schools were most markedly successful. Out of 41 candidates 28 succeeded in passing, and Muttra candidates obtained the 1st, 2nd, 3rd, and 6th places in the general list, and gained 7 out of 40 scholarships allotted to the whole North-Western Provinces and Oudh.

All the expenditure is within the budget-estimate. The funds allotted for the pay of teachers, repairs, rent, &c., are sufficient, but a more liberal grant for contingencies would be useful.

There are 109 buildings provided for halkabandi schools by Government. Twelve schools are held in buildings lent by zamindars and others, and one is held in a hired building. The tahsíli and pargana schools are held in Government buildings.

AGRA.—Secretary, Mr. R. E. Hamblin, C.S. The past year has been one of quiet and steady progress, marked by no events of an important character. During the course of the year M. Durga Parshad took over the duties of the Deputy Inspectorship from his predecessor, M. Pransukh, and has worked well. The district staff examined a number of schools, as the officers on tour found opportunity to do so.

The number of halkabandi schools has increased by one, and the number of boys on the roll by 175, or 3·54 per cent. There is improvement also in the numbers in the higher classes. Out of 48 candidates, 28 passed the Middle Class Examination, a percentage of success of 58. The large proportion in the 1st and 2nd divisions is also very satisfactory. These results are partly due to the lowering of the pass standard.

During the year, five teachers were punished for absence without leave.

The Board held its meetings regularly each month for the transaction of current business. In all 13 meetings were held, and the average attendance of non-official members was 8. Each member has been asked to inspect from time to time the school near his house, and to send a report of his inspection for presentation before the board.

FARUKHABAD.—Secretary, Mr. J. Denman, C.S. There is a small decrease in the number of pupils in tahsíli schools, but also a slight improvement in average daily attendance, and a marked increase in the number in the upper classes.

In halkabandi schools the total number of scholars has decreased, but there is a considerable increase in the average daily attendance.

Of aided schools, the Fatehgarh High School increased from 142 pupils in 1882-83 to 163 in 1883-84. Three candidates were sent up for the Anglo-Vernacular Examination and all passed. The school is worthy of an increased grant-in-aid. The Gun-Carriage Factory school has 9 European and 105 native scholars and continues to give satisfaction.

The unaided Mission boys' school at Rakha has 47 scholars.

The results of the Middle Class Vernacular Examination and of the Inspector's Upper and Lower Primary Examinations are creditable.

There has been no marked progress, but the results of the year are on the whole satisfactory. The bulk of work has fallen on the Deputy Inspector, Pandit Mulchand, and he has performed his duties in his usual efficient way. Matters connected with education are brought before the district board at every meeting, and in discussions on them the members show great interest. Some of them have often given valuable assistance and advice when it was needed.

MAINPURI.—Secretary, Babu Gobind Chander, Deputy Collector. In the past year there were 5 tahsíli schools, 6 halkabandi schools teaching up to the middle class, 107 primary schools, and 8 girls' schools. Eleven boys passed the Middle Class Vernacular Examination, as against 6 of last year, from the tahsíli school, and 2 from halkabandi schools, making a total of 13 successful candidates, against 10 of the preceding year. The cost of education in these upper classes has decreased.

There were 107 schools giving primary instruction as against 124 last year, and there is a decrease of 180 in the number of scholars. These 17 schools were abolished, to enable the committee to increase the pay of some school-masters. The Commissioner observes that "this decrease in the number of primary schools and of pupils

under instruction is to be regretted. The district committee will be urged to remedy this defect in their educational administration." The number of Muhammadan boys receiving instruction has risen from 202 to 255. The increase is chiefly noticeable in tahsíli Karhal, and is mainly owing to the exertions of the tahsíldar.

A new girls' school has been opened at Alikhera, and the total number of girls at school has risen from 157 to 165.

ETÁWAH.—Secretary, Babu Baleswarprasad, Deputy Collector. The total number of schools has increasd by 10, one school having been closed and 11 new ones opened at the request of zamindars, who have provided houses for them.

The middle class course was taught in the 5 tahsíli schools, in 7 halkabandi schools, and in one municipal branch school. Fifty-seven boys went up for the Middle Class Examination and 30 passed. This result is satisfactory. The Bela tahsíli and the Bakewar halkabandi schools passed the largest number. Phaphúnd tahsíli school has not passed a single candidate. This, the Commissioner observes, points to laxity on the part of the teacher and calls for enquiry. In the halkabandi schools there is an increase of 365 scholars. Of these, 420 passed the Upper Primary and 375 the Lower Primary Examination, against 149 and 315 in the preceding year. This shows a marked improvement on last year's work. The average daily attendance has increased from 2,568 to 2,754.

Of the 5 girls' schools, the attendance and classification are stationary.

Deputy Collector M. Najm-ud-din Haidar visited 13 schools and Deputy Collector M. Ewaz Ali 12, and were satisfied with them all. All the tahsíldars also have inspected schools.

The board has recommended for favourable notice the assiduity and zeal of Deputy Inspector M. Nanhumal. The Sub-Deputy Inspector, Pandit Sital Din, has also done well, and his work deserves commendation.

A school for the instruction of patwáris was opened in October last under a headmaster, M. Ganga Prasad, who has passed the F. A. Examination. The number on the rolls is 34. The establishment of this school will prove most beneficial in preparing in due time a set of well-trained patwáris quite up to their work.

ETAH.—Secretary, M. Gopal Lal, Deputy Collector. The number of schools is almost the same as it was last year. The number of students was 5,047 as compared with 4,511 in 1883. During the last five years the number has risen from 3,326 to 5,047, an increase of over 51 per cent., and there is still hope of further improvement. Out of the increase of 536 in the number of students as compared with the number of last year, 88 are in the middle class, 185 in the upper primary, and 263 in the lower primary division.

Of the 53 students sent up for the Middle Class Vernacular Examination, 49 were successful, 38 being placed in the 1st division; and the 4 boys who failed, failed only in one subject. As regards these results the district stands first in the provinces.

The results of the Inspector's Upper and Lower Primary Examinations were not altogether satisfactory. But there is improvement in the department, and credit is due to the Deputy Inspector, M. Abdul Ghafur, and his assistant, Pandit Ram Din. The former officer has lately received promotion. The teachers of Kasganj and Etah tahsíli schools have been working very hard.

During the year 27 students have obtained employment.

ROHILKHAND DIVISION.

BIJNOR.—Secretary, Kunwar Bharat Singh, N.C.S. "Besides the anglo-vernacular zila school, which is under the direct management of the Education Department, and six Mission aided and Christian girls' schools, of which mention will be made hereafter, there were in all 121 schools at work in this district during the year under report, as detailed below and explained separately in the three following paragraphs :—

Vernacular middle schools	11
Ditto primary	103
Ditto girls' schools	2

"Of the 11 vernacular middle class schools, 5 are tahsíli schools, one a pargana school, 4 halkabandi schools, and one the aided school at Sherkot. English classes have also been formed in the last school at the request of the residents of that town, who agreed to pay some contributions towards the maintenance of such classes. The Government have also raised their grant-in-aid accordingly from Rs. 26 to Rs. 35 for this school. There were 62 candidates sent up for the Middle Class Vernacular Examination during the year, of which 33 stood in the list of successful candidates.

"The number of successful candidates last year was only 6 out of 55 sent up, a fact which shows a decided improvement in education during the year under report. Two of the 33 gained Government scholarships.

"There is an increase of one school over the number of such schools in existence last year, which stood at 107. The increase is due to the change of the girls' school at Nihtor, which proved a failure, into a boys' school.

"The number of scholars on the rolls on the 31st of March was 3,943, against 3,721 on the corresponding date in the past year. Of these, 226 out of 322 sent up for the Upper, and 497 out of 579 sent up for the Lower, Primary School Examination held before the Inspector of the Circle, in all 723 out of 901 scholars, passed their examination successfully. In the examinations held before the Deputy Inspector of Schools on his tour about the end of the year, 254 scholars of the upper primary and 972 of the lower primary, in all 1,226 scholars, acquitted themselves satisfactorily and were accordingly promoted to higher classes, against 1,105 promoted during the previous year. The total number of successful candidates in all classes of the primary schools in the district amounts to (723 + 1,226) or 1,949 against (740 + 1,105), or 1,845 last year. Thus there is an increase of 222 scholars on the rolls, and of 104 in the number of successful candidates, as compared with the number under each head during the past year. There has also been an increase of 149 in average daily attendance.

"There were only 2 girls' schools at work during the year against 3 in the preceding year. The decrease is due, as I have explained, to the abolition of one at Nihtor.

"Female education shows but little improvement during the year under report, owing chiefly, as the Deputy Inspector says, to the want of good teachers and to the indifference of the people in that respect. I would hardly say that these reasons are in themselves exhaustive or even sufficient to account for the decrease. The point is one which ought to be taken up and tried during the current year, wherein I hope to be able to do something, if really there is any such thing as effort wanting for its encouragement.

"Besides the Inspector of the Circle, the result of whose inspection was on the whole satisfactory, there are two inspecting officers in the district—one Maulvi Fazal-ul-Rahman, Deputy Inspector, and the other Maulvi Ali Ahmad, Sub-Deputy Inspector. The work of inspection has been well carried on by both these officers. Great credit is due to the exertions of the Deputy Inspector. The Sub-Deputy Inspector has been highly spoken of by his superior, the Deputy Inspector, and the latter recommends him for promotion. Both these officers have discharged the duties entrusted to them with care, readiness, and efficiency.

"Mr. R.G. Hardy, C.S., the late Secretary, District Board, and Raja Jaikishan Das Bahadur, C.S.I., in his capacity as Deputy Collector of the district, both inspected some schools during their cold-weather tours with satisfactory results.

"There are altogether 146 teachers and assistant teachers as per following statement; of these 166 are certificated and the remaining 40 uncertificated. Last year the number of certified teachers was (25 middle school teachers + 63 primary school teachers) or 88, and that of uncertificated ones (6 middle school teachers + 52 primary school teachers) or 58. It will thus be seen that there is an increase in the number of certificated teachers during the year under report as compared with the year preceding. Besides these there are two teachers entertained by municipalities, one certificated and the other uncertificated.

"Sufficient opportunities were offered to the teaching staff for promotion during the year, with a view to encourage them in discharge of their duties.

"The Deputy Inspector recommends promotion in pay of certain teachers and assistant teachers; and also points out the necessity of increasing the present staff by the appointment of five new assistants at Rs. 6 each, two for the tahsíli schools of Chándpur and Dhámpur, one for the pargana school at Nihtor, and 2 for the halkabandi schools at Tajpur and Rehra. The Inspector of the Circle in his recent tour of inspection has also suggested the desirability of an additional staff of assistants.

"Besides the three Government buildings for the tahsíli and pargana schools at Dhámpur, Nagina and Nihtor, and one for the Sherkot aided school, there are 52 Government buildings for halkabandi schools, giving a total of 56 buildings, against 53 in existence at the end of the previous year.

"The tahsíli school of Najibabad and Bijnor, the girls' school at Jhalu, and the halkabandi schools at Ganj and Kiratpur are accommodated in rented houses and the rest in borrowed ones. There is a steady improvement in the construction of school-houses too; but in view of the great necessity for Government school-houses in the district, the allotment for construction and repairs should, if possible, be raised from Rs. 800 to Rs. 1,000 as proposed in the budget for the current year.

"The tahsíli school building at Chándpur is under construction and about to be finished.

"The proposal for erecting a regular school-house for the tahsíli school at Bijnor is also under consideration of the local board.

"Mr. H. D. Moule, C.S., in his capacity as Collector in charge of the Court of Wards' estates, took steps to erect buildings for Asifabad, Shahzadpur, and Padli halkabandi schools, situate within the Sherkot estate, at the expense of that estate under the Court of Wards.

"There are 20 halkabandi scholarships in this district—11 of Rs. 3 each awarded to such students as prosecute their studies in the anglo-vernacular zila school at Bijnor, and 9 of Rs. 2 each to those sent up from primary to middle class schools.

"There are in addition ten scholarships of Rs. 3 each granted by the different municipalities in the district to residents within the limits of those municipalities who may be too poor to continue their studies at their own expense. Seven of these are given to those studying in the Bijnor Zila School and three to those in the vernacular middle class schools of the district.

"In tahsíli and pargana schools, 1st and 2nd class boys pay monthly fees at the rate of 2 annas each, and lower class boys at half that rate.

"Pauper boys are admitted free, careful scrutiny into their circumstances being the only guide in such cases. In the Sherkot aided school a monthly schooling fee of one anna is realised from each boy without any such deduction as is observed in tahsíli and pargana schools.

"The receipts from fees realised during the year from the scholars of the tahsíli and pargana schools amounted to Rs. 468-13-0, against Rs. 430-6-0 realised during the preceding year, showing an increase of Rs. 38-7-0 over those of the past year. The contingent charges of these schools stood at Rs. 230, as provided for in the budget, leaving a saving of Rs. 238 from the fee income.

"The cost to Government of educating each scholar in a middle Government school is Rs. 8-15-7, in a middle aided school Rs. 14-9-5, in a primary Government school Rs. 3-9-9, in a primary aided school Rs. 1-13-7, and in a primary school for girls Rs. 3-7-4, against Rs. 11-7-3, Rs. 15-3-4, Rs. 4-3-7, Rs. 1-13-5, and Rs. 3-12-5, respectively, in the previous year. Thus there was a reduction of Rs. 2-7-8 per boy in a middle Government school, of Re. 0-9-11 in a middle aided school, of Re. 0-9-10 in a primary Government school, and of Re. 0-5-1 in a primary school for girls. The cost of educating each boy in a primary aided school exceeds that in the past year by two pies only.

"The sale-proceeds from books during the year amounted to Rs. 1,033-15-6, against Rs. 1,342-1-6 last year. Some of the new school-books (as the Deputy Inspector says) not having been received in time will account for the decrease.

"Seventeen students, after leaving school, obtained employment under various departments and on salaries from Rs. 5 to Rs. 25 during the year under report.

"There is a marked improvement in education, as is evinced by the rapid increase in the number of scholars on the rolls and the number of successful candidates, two having won Government scholarships this year against *nil* last year. Inspections were made with sufficient frequency and with good result. The number of certificated teachers is gradually increasing, and sufficient encouragement was given them in the way of promotion. Considering the small amount sanctioned for construction and repairs, there is a satisfactory increase in the number of school-houses, and the coming year should see some more added to the list, but the allotment under this head should be raised. Scholarships are the same as last year, though by mistake instead of 10 scholarships granted by the municipalities only three were reported last year. Receipts from fees were sufficient to leave a good saving after deduction of contingent charges and showed an increase over those of the past year. There is a satisfactory reduction in the cost to Government of educating each scholar in almost all classes of schools in the district. There is a decrease in the proceeds from sale of books as compared with the past year. Seventeen ex-students of the schools in this district have got employment under different departments.

"On the whole the year under report was a great success in all matters concerning education both from an administrative and a financial point of view."

MORADABAD.—Secretary, Mr. E. Galbraith, C.S. "As Secretary of the district board I have been in charge of this department for the whole year, and during my cold-weather tour I have been enabled to visit all the outlying tahsíli schools with one exception, the school being closed on the day I visited it, as also several halkabandi schools. Owing to many duties of a miscellaneous nature I was unable to visit as many of the primary schools as I should have wished, but these schools were all thoroughly looked after by the Inspector of the Circle, M. Durga Parshad, as also by the Deputy Inspector of the district, Munnu Lal.

"The state of education in the district may be said to be satisfactory, and considerable improvement has taken place all round. The schools in the district are 136 in number; they are—

1 zila school (Moradabad).
6 tahsíli schools.
2 pargana schools.
116 halkabandi schools.
1 municipal anglo-vernacular school (Amroha).
6 municipal free schools.
1 town fund school.
3 municipal aided schools at Moradabad.

"The results at the Middle Class Examination were, I am glad to say, much more satisfactory than those of last year. In 1882-83 the candidates who appeared were 31, and not one of these was successful. In addition to these 31, eight private candidates appeared to compete, and of these but one was successful. In the year under report 41 candidates appeared, of whom 13 were privately taught, while the remainder (28) were scholars of the Government schools: 14 of the whole number, moreover, were Hindus and the rest Muhammadans. The total number of successful candidates

was 18 : of these 4 were privately taught and 14 were pupils of the Government schools. Two passed in the 1st grade, 7 in the 2nd, and 6 in the 3rd grade. These results, though they could no doubt be easily improved upon, must be considered satisfactory when the results of last year are borne in mind.

"In some respects, however, the results must be considered unsatisfactory—I refer to the case of the tahsíli schools. Out of the 5 candidates who successfully passed in the higher grade 2 had been privately taught and 2 were boys from the halkabandi school of Syad Nagli : the remaining boy was a pupil from a tahsíli school (Chandausi). Again, of the 7 who passed in the 2nd grade but 3 were tahsíli school pupils, 2 came from the 2 pargana schools, Sirsi and Kánth, one from the same halkabandi school at Syad Nagli and one was a privately-taught boy. The tahsíli schools should be able to show a better return than the above.

"The tahsíli schools may be considered much *in statu quo*. The attendance on the whole fell off, more especially in Amroha, where the falling off was directly due to the establishment of two rival private schools. In the establishment of these two schools the leading gentlemen of Amroha have mostly taken a very active share: party feeling ran very high, and I foresee that the painful want of unanimity—due, I am of opinion, to religious differences at present existent—gives but little hope of the permanent success of either school. The immediate result has of course been adverse to the Government school, but I should not in any way be surprised if eventual good did not result to the school from the existing state of affairs.

"I consider, however, that the tahsíli school teachers are in some cases underpaid, and I am of opinion that the appointment of a Persian teacher in each of these schools, as also in the two pargana schools, would probably result in permanently more successful results.

"One hundred and three boys are on the roll of the Moradabad tahsíli school: of these 101 attended at the inspection made by the Inspector, who examined all the classes save the 1st, and, of those who were present, 84 passed. He concludes his remarks on the school thus—'The school is on the whole in good order and will I hope get on.'

"The average daily attendance is 68·83 as against 58·40 of last year.

"The Chandausi tahsíli school had 50 boys on the roll and the average attendance was 36·74. Of the 50 on the roll 45 appeared before the Inspector for examination : 44 were subjected to examination, and of these 26 passed, the pupil who was not examined belonging to the 1st class.

"The Inspector did not consider the results satisfactory, considering the population of the town ; but it must be remembered that there is a Mission school in close proximity to the school, and severe competition results in such cases in a country where so much depends on numbers shown in tabulated statements. I examined the boys of the upper classes myself and was very well satisfied, and I may add that this school alone, of all the tahsíli schools, sent up a pupil who successfully passed in the 1st grade of the Middle Class Examination. Chandausi is one of the tahsíli schools in which there is no Persian master.

"The Sambhal school showed 51 boys on the roll : all attended at the inspection examination : 46 were examined, and of these 23 passed The average attendance was 41·21. With this school also M. Durga Parshad was not quite satisfied. Here again I examined the upper classes and the results seemed to me satisfactory. The Inspector's examination must of course have been the most searching, but I may add that 3 candidates from this school were successful at the Middle Class Examination, one in the 2nd grade and two in the 3rd.

"In this school also there is no Persian master, and I may further add that there are but two masters ; one drawing Rs 10, the other Rs. 8 per mensem.

"The Hasanpur roll shows the fair number of 70 boys. Of these 63 presented themselves before the Inspector, who examined 58, and of these 45 passed. The daily attendance is 60, and the Inspector reports that the classes are all in fair order. I examined this school also, but was not so well pleased as with the schools at Chandausi and Sambhal. Four candidates were sent up for the Middle Class Examination, and of these one alone was successful and he only in the 3rd grade.

"This is the remaining tahsíli school that has no Persian teacher.

"In Amroha the roll fell from 104 to 77, but I have explained that falling off, and the blame does not rest on the master's shoulders.

"The average daily attendance was 63·07, and of the 76 boys who appeared before the Inspector he examined 74, of whom 35 passed. The results, however, were not to the Inspector satisfactory. Four candidates appeared at the Middle Class Examination, of whom but one was successful : he came out in the 2nd grade.

"The Thákurdwára school alone passed no boys at the above examination, which must be considered unsatisfactory. Sixty boys were on the roll, of whom 49 presented themselves before the Inspeetor ; 48 boys were examined and 29 passed. He was satisfied with the results, and I can give no opinion myself, as I was unable to examine the school.

"The two pargana schools at Kánth and Sirsi seem to have fallen off in general results, though each sent up one successful candidate for the Middle Class Examina-

tion. The teaching of the lower classes in the Sirsi school was neglected and arithmetic and geography were badly taught.

"The non-success in the Kánth school was due to the fighting that ensued between the two masters. A very bad feeling existed between the two men and most serious complaints were made by one against the other. A full enquiry followed and both were transferred: neither of the two men obeyed orders and both have since been dismissed by the district board.

"The halkabandi schools numbered 116 as against 115 of the preceding year. I found on visiting Hasanpur that the halkabandi had been amalgamated with the tahsíli school, the two forming together one school, and this I at once discontinued; the result was the increase of one halkabandi school to the number. Of these schools but three are middle class teaching up to the 1st class: they are Syad Nagli of the Hasanpur pargana, Harthala of the Sambhal, and Kundarki of the Bilari pargana. There is no increase as compared with last year, but it is now in contemplation to raise three more of the halkabandi schools to that status.

"The total number of pupils attending the schools amounted to 3,307 as compared with the figures 3,132 of 1882-83, and the daily percentage rose from 2,326·11 to 2,506·75. The condition of these primary schools was on the whole satisfactory. Of the three middle class schools Syad Nagli did particularly well, the three candidates at the Middle Class Examination being all successful, two passing in the 1st and one in the 2nd grade.

"The school at Harthala was also in very satisfactory condition, one out of the two candidates passing in the 3rd grade at the Middle Class Examination. The Kundarki school also did good work, although it proved unsuccessful at the above examination.

"The Inspector of the Circle examined 93 schools, and of the boys examined by him 140 pupils passed the upper and 463 the lower primary standard, the respective numbers for the preceding year being 133 and 463, when 114 schools were examined. The percentages of passed students to those present at the time of the examination were 80 and 82 respectively as compared with 69 and 73 of the previous year. From the above one may fairly argue that the halkabandi primary schools are in a healthy and progressive state.

"The 6 girls' schools lay, as during the preceding year, two in the Sambhal, two in the Moradabad, one in the Hasanpur, and one in the Amroha pargana. All did good and fair work, save Jaitauli in the Hasanpur pargana; one school of the Sambhal pargana, Berahi, is, I am led to understand, especially good. Jaitauli is such an out-of-the-way place, lying on the extreme western border near the river Ganges, that its backward condition cannot be a matter of surprise.

"I examined myself some 20 of the halkabandi schools, but the usual defects were observable—a very poor knowledge, indeed, of geography and a bad style of reading and teaching in history.

"I also found it a very rare thing to see the registers of attendance well and correctly kept up, the great tendency being to keep on the register boys who had been absent from school, either from sickness or other cause, for an indefinite period.

"The anglo-vernacular school at Amroha had a total number of 106 on the roll, and 101 pupils were present when the Inspector visited the school. He writes: 'I am glad to notice that the school is growing daily in popularity amongst the respectable classes of the Musalman gentlemen of the town, and they are very anxious to see the institution raised to the middle class status in English.

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"'The school has on the whole done fairly and is creditable to the head-master and his assistant.' The school certainly deserves encouragement, and it has been already proposed to increase the assistance given, and, for that reason, an increased provision has been made in the last budget submitted to head-quarters.

"The six municipal free schools have all been carried on with fair success throughout the year. That at Amroha is a peculiarly good school of its kind and that at Dhanaura also shows good results. The two in Sambhal are average, while those in Chandausi show improvements, and the only case in which actual non-success is recorded is in the case of the school in Moradabad itself.

"On the Mission schools I do not touch, as I understood a special report is furnished by the gentleman in charge.

"The budget allotment for the halkabandi and tahsíli schools was identical with that of last year, Rs. 15,000 and Rs. 2,598 respectively. The respective expenditure during the year under report was Rs. 14,206-12 6 and Rs. 2,503-4-5 respectively, and the figures for the preceding year were Rs. 14,315-8-7 and Rs. 2,516-5-0.

"The fee income amounted to Rs. 360-9-0. Twenty scholarships of Rs. 3 each were granted to deserving students: in addition to the actual payment of this monthly sum these boys are not called upon to pay house-rent at the high school boarding-house. I think it would be advisable to extend the latter boon to all such boys who come from the outlying tahsíli or halkabandi schools, provided they have passed the middle class departmental examination.

"The halkabandi school teachers were 129 in number, and of these 102 were certificated, which is a healthy sign: 19 new men were appointed during the year: two resigned, three were dismissed, in the case of seven their pay was increased, while eight were cut down on account of bad and inferior work.

"In conclusion I may state that the year's work has not been retrograde, but the contrary, and the results have been satisfactory."

The President, Mr. R. D. Spedding, adds:—"A good many of the halkabandi and district schools were personally inspected and the boys examined by me during my cold-weather tour. In two instances inefficient masters were removed owing to matters discovered during these inspections.

"In order to complete the information regarding the state of education in the district I think it well to append a list of all other schools which should be added to the list. They are:—

1 European School at Moradabad.
1 Mission Anglo-Vernacular School, Moradabad.
1 Branch Mission School at Moradabad.
1 Mission School at Chandausi.
1 ditto Hasanpur.
1 ditto Sambhal.
1 Christian Boarding Girls' School at Moradabad.
4 Mission Girls' School at Sambhal.
12 ditto Moradabad.

These European or Mission schools are 23 in number, making the total number of schools in the district 159. The Mission schools were also inspected by Durga Prashad and reported to be satisfactory."

BUDAUN.—President, Mr. C. F. Hall, C.S. "There has been a very encouraging increase in the number of pupils in the vernacular schools during the past year.

There were in 1882-83	... ...	3,748
" " in 1883-84	... ...	4,303
	Increase ...	555

"About one-half of this increase is due to the establishment of 15 additional village schools; but, owing to the system of rewards and fines instituted three years ago, the teachers have been very careful to keep their registers free of the names of boys who gave only a nominal attendance. Forty-six per cent. of all the enrolled pupils were promoted at the annual examinations, whereas the year preceding only 41 per cent. were promoted.

"Our system of rewards and fines for results of the year's teaching has worked admirably; this is the third year of its operation.

"We require a certain proportion of each class to be promoted as a minimum amount of work for the year. When the results of the annual examination show that the minimum or more has been promoted in each class, the teacher is rewarded for each pupil in excess; if he fails to pass the required number in any one class he loses all claim for reward in other classes.

"We require one-fourth to be promoted in the 7th class and one-third of each the other classes.

"The results of the past two years are as follows:—

Class promotion, 1882-83	... ...	1,544
" " 1883-84	... ...	2,001
	Increase this year ...	457

"There has been a marked increase in the amount to be paid for results of teaching as follows:—

		Rewards. Rs. a. p.		Fines. Rs. a. p.
1882-83	... ...	82 14 0		56 8 0
1883-84	... ...	320 8 0		33 14 0
	Increase ...	237 10 0	Decrease	27 10 0

"We now have a reasonable assurance that the school registers exhibit the actual number of boys in the schools, and also that all the boys of each class are fairly taught by the teacher. He cannot afford to neglect any one class, lest he lose his reward and incur the danger of fine or dismissal. During the past two years we have considerably increased the pay of the teachers, and probably we shall be able to improve their prospects yet more. The village teachers should receive salaries ranging from eight to twenty rupees per month. Owing to the better pay we have been able to allow, the teachers have settled down to hard faithful work and now look on this employment as their life service.

"The feeling among the pupils that education was valueless unless it brought to the young man Government service is fast dying out. Probably one-fourth of the pupils would not take service if it was offered them, while to the great mass of the pupils education gives no hope of getting public service.

"The desire for education is steadily increasing; we have opened 15 new schools this year, and there are applications from 30 other villages for schools.

"The management of the vernacular schools has been left to the members of the district board, but the duties and authority of the members to whom the educational work

has been entrusted have been undefined, so that the native members, not knowing what they should do, have done very little.

" The Deputy Inspector, Maulvi Muhi-ud-din, has examined all of the 136 schools at least once, and 100 of these he has inspected three times each during the year. The Sub-Deputy Inspector, M. Debi Pershad, has inspected 121 schools once at least, and of these he inspected 92 schools three times each during the year.

" There are seventeen schools which teach up to the middle standard. From these schools 24 boys passed the Middle Class Examination, out of a total of 96 boys in all the 1st classes. Of three schools the teachers are manifestly unfitted to prepare boys for this examination, and they will probably be transferred to primary schools and qualified men sent to take charge of these middle schools.

" Of the se 24 certificated pupils 8 have already applied for employment as teachers; the others are hoping to secure employment in the public courts.

" We have 158 teachers: of these 124 have either the middle class certificate or the normal school certificate.

" The Government order requiring all candidates for service paying ten rupees or more per month to produce middle class certificates has put new life into all our schools.

" Before the passing of this order the higher classes, who usually receive the best appointments, kept aloof from the public schools; now these exclusive young men are to be found in all the schools.

" There has been a fair increase in the primary schools as follows:—

Year 1882-83	3,584
" 1883-84	4,032
Increase	448

" The desire for education is spreading: the great hindrance has been the inefficiency and unfaithfulness of many of the teachers. The boys have been kept year after year in the same class; the parents become discouraged and withdraw the boy from the school and give up the pursuit of knowledge as an unattainable thing. By our system of rewards and fines we have been enabled to trace out these inefficient teachers and to put them in places where they will have to work or withdraw.

" Many of the parents are so desirous of educating their sons that they send them away from home to the central schools which are well taught, and bear all the expenses of the boys' education from their own slender means.

" We have given for scholarships Rs. 276 to boys studying English in the zila school and Rs. 247 to boys in the middle vernacular schools.

" These scholarships are usually given to promising boys, who by this means secure a good education, and many of them subsequently obtain good employment.

" If these scholarships could be turned into loans to the students, which should be returned without interest when the student should obtain employment with ten rupees per month, we should be able to assist an increasing number every year.

" The students of the vernacular schools do not aspire to the higher branches of Government service, and although some may hope to show themselves worthy and to work up gradually, yet usually they are content to begin at the bottom. Many are so poor that they cannot spend the required time as probationers. Ten became patwáris, 7 teachers, 3 writers, 1 constable, and 1 chaprasi."

BAREILLY.—Secretary, Sayyid Ali Hassan, Deputy Collector. The number of middle schools open during the year is 10 as against 11 of last year, two schools having been reduced to the primary status and one primary school raised to the middle grade. These changes were made with good reasons and after careful enquiry.

The number of primary schools has increased by 11, new schools having been opened where they were actually needed. In most instances the landlords of the village came forward to accommodate the schools free of rent.

At the special request of members of the committee the number of girls' schools has been increased from 2 to 12; some of these are in the suburbs of Bareilly, and the rest are scattered over the district in carefully chosen places.

The total number of children under instruction has risen from 4,376 to 5,152. This increase is due to the increase in the number of schools, the improvement in their management, and the healthiness of the year.

Several members of the local board took a lively interest in this branch of their duties, paid frequent visits to the schools, and made many sound suggestions which have been generally accepted. Their visits, moreover, prevent teachers from absenting themselves without leave. As regards the repairs of school-houses, the members of the board have been less energetic and zealous than they should have been. There has been general improvement in the Educational Department. The Inspector's examination results are better than they were in the preceding year and are on the whole highly satisfactory. Many schools were inspected by the district officers, and all the tahsili and some primary schools were inspected by the Collector and president of the board, who distributed prizes in several cases. The Deputy Collector and Secretary visited over 40 schools during his cold-weather tour. Education has certainly advanced considerably, but there is still room for further improvement. Teachers are careless and boys do not always understand what they read.

Out of 35 candidates 19 passed the Middle Class Vernacular Examination, which is a great improvement on the results of the last year and may be considered to be fairly satisfactory.

Of all the tahsili schools that at the head-quarters of the district is the best. The number of scholars has almost doubled since last year, and an additional teacher to the six already employed is urgently wanted. The Aonla school has slightly improved. The Faridpur school has remained stationary. The Nawabganj school is slowly improving.

The total expenditure on halkabandi schools was Rs. 16,356, leaving Rs. 593 unexpended at the close of the financial year. The expenditure per head was Rs. 3-9-0, as against Rs. 4-1-9 per head during the preceding year. The expenditure on scholarships was Rs. 701.

Of the girls' schools that at Lilaur is the best, that at Budhauli has declined. The other schools are new, but some of them are making excellent progress.

Pandit Kishan Lal, Deputy Inspector, and Munshi Gangadhar, his assistant, deserve credit for their zeal and hard work.

The president of the district board, Mr. Neale, adds :—"I inspected a great many schools in all parts of the district. I think Ali Hassan is fully justified in his opinion that good progress has been made and is still going forward. The quality of the teaching is not good, it is too parrot-fashion. But it seems to me that that is rather the turn of the native mind, whether adult or immature. Like most public buildings intended for natives, the school-houses are very often bad.....There never seems a sufficiency of money granted to repair and improve these places. The Deputy Collector's remarks on the difficulty in inducing the local board members to supervise the mending of these buildings are only too correct I came across a school which had been left dismantled a whole year, though the 'member' lived in the village not a hundred yards off and had the necessary funds at his disposal. In other respects I believe that the members do take a genuine and spontaneous interest in the schools, and they are useful in checking absenteeism on the part of the masters, though, *per contra*, each is ready to give the masters independent leave of absence—a weakness which in some cases is much worked upon, to the great detriment of the scholars. The female schools are certainly jumping into prominence. I think the recent impulse too sudden and rapid to last, but it is a step in the right direction. On the whole, therefore, I think this is a satisfactory year, and that the 'members,' Deputy Inspector, and Ali Hassan may all be congratulated on having done good work."

SHAHJAHANPUR —Secretary, Mr. C. D. Whish, C.S. "With a view to exhibit general results according to the usual method I subjoin a statement comparing the figures as to numbers and attendance for the various kinds of schools open during the year under report and that which preceded it, but I fear that few of these can be regarded as quite reliable.

"Even the statistics of schools in existence, which at first sight it might seem impossible to falsify, do not by any means tell an unmistakeable tale as to the educational condition of a district, because it does not follow that schools in name are really entitled to the appellation. I have obtained an independent set of figures by personal enquiry, of the accuracy of which I am perfectly certain, and to which I shall refer in another place ; but as I have nothing to compare them with, I can only utilise their teaching as to the present condition and not as to the progress of the district. I now give the figures referred to above ; they are on the whole satisfactory, and even if they be looked upon with suspicion, I think I shall be able to show independently that real work has been done during the year, though of course much remains to be done :—

	High schools.		Tahsili schools.		Pargana schools		Middle halkabandi schools		Upper primary halkabandi schools.		Lower primary halkabandi schools		Municipal free schools		Missionary schools.		Indigenous schools.		Total.	
	1882-83.	1883-84.	1882-83.	1883-84.	1882-83.	1883-84.	1882-83.	1883-84.	1882-83.	1883-84.	1882-83	1883-84.	1882 83.	1883-84.	1882-83.	1883 84.	1882-83.	1883-84.	1882-83.	1883-84.
Number of schools ...	1	1	4	4	1	1	3	3	29	39	69	57	7	7	3	3	238	238	355	353
Number on roll ...	195	200	428	459	74	77	166	176	1,137	1,376	1,648	1,324	350	332	316	324	1,556	1,556	5,870	5,824
Average attendance,	168	172	317	353	64	69	129	136	904	1,205	1,329	909	265	271	238	242	1,155	1,155	4,436	4,512
Number actually appearing at Secretary's examination	...	...	...	407	...	70	...	138	...	1,138	...	785	...	129	...	...	...	...	...	2,667
Number passed in departmental examination.	8	14	...	6	..	2	...	3	...	...	...	...	...	...	2	1	...	...	10	26

"The education of the district has been in my own hands throughout the year and the departmental officials have been unchanged: I have little to add to the remarks made as to their conduct and efficiency last year.

"Analysis of their diaries shows that the superior official was on tour 179 days during the year, and his subordinate 232 days. The Deputy Inspector's most important work of visitation and examination of schools is much hindered by the necessity which at present exists for his appearance every month at head-quarters, to prepare monthly accounts, bills, &c. It should certainly be possible to arrange for the performance of this duty by some one else at least during the cold season, and then the number of visits could easily be increased to such an extent that the whole number of teachers would feel that they were really working under a watchful eye. I have introduced a slight modification of, or rather addition to, the departmental system of examination. This consists in fixing an easy standard, as well as the somewhat severe departmental test, for the examination of village schools. The departmental classification into 'efficient' and 'inefficient' has long been condemned as an unsatisfactory test of the character of a primary school, and similarly the number of boys who pass the difficult examination of a regular inspection may be low, and yet the school may be doing really good useful work in teaching the masses to read and write, and thus raise themselves out of the clutches of educated villainy. With a test like this applied to each village school it ought not to be difficult to ascertain whether it should be abolished or retained. It has to be supplemented, of course, by a knowledge of the locality in order to judge whether failure is the result of misconduct on the part of the teacher or apathy on that of the people.

"With the view of attaining this local knowledge, without which no branch of the administration can be properly conducted, I have this season examined not only every school but every scholar in the district. The particular results of the examination will be adverted to in appropriate places, but I may here record that the general result of the investigation seems to suggest that an attempt to work our educational system thoroughly as it exists should precede efforts at reform, and that individual work in individual districts is more required than commissions or theoretical discussion. While on the subject of supervision I take the opportunity of observing that this district is rather badly treated in the way of departmental scrutiny, being generally visited by the Inspector of the Circle at the fag end of the season, with the result that fewer primary schools can be examined than if inspected earlier in the year. It seems most important that every school should be examined either by the Inspector or else by the Secretary to the committee every year (for which purpose the work might be divided, as was done in Cawnpore last year), and I should like to see *all* and not only a few chosen classes examined.

"I proceed to consider the detailed results of the year, and first with regard to the highest class of schools under the committee's control, I think I may now say that all four of our tahsili schools are in a satisfactory condition.

"The order of merit is first Shâhjahânpur, then Tilhar, then Jalalabad, and lastly Pawayan. Jalalabad was reported on unfavourably last year, but we have now changed the head teacher, whose misconduct was the principal cause of the low status of the school, and it is now making very rapid strides towards efficiency. I think also there is steady progress going on at Pawayan, although this year I was unable to allow any boy to appear at the provincial examination. Of the four schools Jalalabad is the only one provided with a proper boarding-house, and considering the way that repairs annually consume the small sum at our disposal for building purposes, this state of destitution seems likely to continue for some time. The attendance at the Tilhar school, too, has quite outrun the accommodation provided; a small addition to the building has however been made, which will do something towards relieving the pressure on available space. The proper figure-tests for judging of the efficiency of tahsili schools appear to be, besides 'roll' and 'attendance', rapidity of promotion between the classes and success at the annual written examination.

"In the following table, which exhibits the performances of the schools when judged by these tests, I give also the results of the Inspector's examination and of my own, although the latter is far too easy properly to gauge the calibre of secondary instruction:—

Name of school.	Roll.		Attendance.		Average time spent by boys in each class before rising to the next highest.		No. passed Secretary's examination.		No. passed Inspector's examination.		No. passed Provincial examination.		No. of boarders.	
	1882-83.	1883-84.	1882-83.	1883-84.	1882-83.	1883-84.	1882-83.	1883-84.	1882-83.	1883-84.	1882-83.	1883-84.	1882-83.	1883-84.
Shâhjahânpur ...	140	164	79	125	1 year.	9 months.	...	87	81	117	...	6	2	3
Tilhar ...	125	136	96	104	...	1 year.	...	119	92	93	...	2	2	2
Jalalabad ...	81	91	75	74	...	...	...	70	30	73	...	3	...	2
Pawayan ...	50	68	41	50	...	...	...	49	39	49	1	...	...	...

"The Deputy Inspector is satisfied with the result of the provincial examination as regards the district, although my own feelings on learning it somewhat savoured of disappointment. On the whole perhaps we ought to be satisfied, as we have certainly passed more boys than in any past year. On the other hand the standard of examination has been lowered, a circumstance, I think very much to be regretted, and therefore success is not the proof of scholarship which it used to be.

"The examination seems certainly to have been too difficult last year, but now the opposite extreme would appear to have been reached. Some boys have certainly passed this year whom I found apparently destitute of ordinary intelligence. If the present low standard is to continue, some care is at least necessary to obviate the possibility of passing by mere 'cramming,' or we shall be drafting a very inferior class of men into Government service. Had I known the test would be so easy, I should have sent up more boys and might have gained for the district a higher place on the provincial list.

"The one town or pargana school at Miranpur Katra has not, I regret to say, kept up the improvement which it exhibited last year. The cause of this unfortunate result has been dissension among the members of the teaching staff. Changes have been made which will, it is hoped, ensure the efficient working of the school in future. Subjoined is a table subjecting this school and the other 'secondary' or *quasi*-secondary establishments at Bádsháhnagar, Jewan, and Kamarlainpur under the name of middle halkabandi schools, to the same tests as those selected for tahsíli schools :—

Name of school.	Roll.		Attendance.		Average time spent by boys in each class before rising to the next highest.		No. passed Secretary's examination		No. passed Inspector's examination.		No. passed provincial examination.		No. of boarders	
	1882-83.	1883-84.	1882-83.	1883-84.	1882-83.	1883-84.	1882-83.	1883-84.	1882-83	1883-84.	1882-83.	1883-84.	1882-83.	1883-84.
Miranpur Katra ...	70	77	61	69	1 year	1 year.	...	38	45	45	...	2	...	...
Badsháhnagar ...	55	60	36	50	"	"	...	30	24	29	...	2	...	1
Jewan	47	51	40	45	"	"	...	31	26	21	...	1	...	...
Kamarlainpur ...	47	65	40	41	"	1 year and 3 months.	...	40	25	28	...	...	...	...

"For the same reason as above (*in re* tahsíli schools) I do not consider my own examination of these schools to be a sufficient test of their condition. All the same I have reason to believe that departmental scrutiny is apt to fall too much on higher classes and advanced students, to the comparative neglect of the tail end of a school.

"With regard to the lowest class of schools, I depend more especially upon the results of my own examination. It is in this department of the educational administration that statistics are most untrustworthy, and that I anticipate most benefit from personal knowledge of the actual condition of each school. As above stated, I have examined the whole number of schools and all the classes in each, those pupils only having been excluded who had been reading less than one month. The examination was conducted strictly in accordance with the school registers, and I think I may say it has tended to make these documents more reliable.

"Hitherto it had been my practice to examine only the higher classes of a school, and there was a consequent temptation to the teacher to bring a rabble of ignorant boys in the lowest class to swell his numbers, trusting to their not being questioned. But when each boy who fails adds another black mark to his name, it is obvious that a teacher will soon learn to put forward real students only. For the future I have ordered the teachers to enter those boys who only come occasionally separately from those who are in real constant attendance, and, if they are examined at all, the results will be recorded separately. Of course the difficulty of detecting 'examination boys' trained elsewhere and put forward to screen a popular teacher from blame still remains. But there cannot be many of these boys in any village, and local knowledge ought to prevent them from passing themselves off as students at least more than once.

"With regard to the nature of the test to which these schools have been subjected, the examination has been, as has been several times stated above, of an easy character. The object was more especially to find out what schools were really working rather than to seek for high scholarship. In future it will be advisable perhaps that such an examination should consist of two standards, the lower of which should be so easy that every boy ought to pass it. If a district officer with limited time at his disposal undertakes the regular examination of schools for the purpose of comparing them with a departmental standard, he certainly should be accompanied by a qualified employé of the department; but the application of a low standard will at once tell an administrative officer what he wants to know, *i. e.*, whether he can be satisfied with allowing any particular establishment to remain as it is, or whether specific measures are required for its reform and improvement.

"Turning now to the results of the enquiry, I find that out of the total of 99 halkabandi schools in the district only about one-half are in a satisfactory condition. In about one-third it will be absolutely necessary either to change the teacher or the locality, unless the school is to continue, as it does at present, a mere sham. The remaining one-sixth consists of that class of school so perplexing to a controlling officer, in which teacher and establishment are so popular and the few scholars that attend so well taught, that one hesitates to entertain the question of abolition, although it is extremely doubtful whether Government money should be spent on an object useful to such a limited circle. As soon as the contending claims of places anxious for the establishment of schools have been balanced, immediate steps will be taken to transfer those which are clearly useless owing to the apathy of the people to localities where a demand for education exists. As to the bad teachers, they have been given a certain time to reform in, and, if they fail to do so, will be got rid of. We do not propose to reduce the number of schools until it has been proved beyond all question that they are in excess of the demand for elementary instruction.

"Below is a table giving the actual results of the examination for each tahsíl, the order chosen being that of merit :—

Name of tahsíl.	No. of schools.	Roll number according to registers.	No. returned as in constant attendance.	No. who actually presented themselves for examination	No. actually examined.	No. passed.	No. failed.	Percentage of passed.
Sháhjahánpur	24	584	215	452	443	317	126	69
Tilhar	24	505	200	357	348	230	118	68
Jalalabad	24	578	209	443	453	304	147	56
Pawayan	24	801	394	671	648	358	263	54
Total ...	96	2,468	1,018	1,923	1,892	1,204	654	62

"*Primâ facie*, those schools in which the percentage of passed falls below 50 would naturally be considered as in a bad condition, but a few that rise above this figure have also been classed among the useless schools, principally because of a very small attendance figure. Of the 30 bad schools, 26 are so apparently on account of the misconduct of the teachers and 4 on account of the apathy of the people.

"I add one more very important comparison with the past year, the number of pupils promoted to higher classes: the number for the year under report was 805, and that for the preceding year 737.

"I have not seen very much of the indigenous schools of the district, as of course it was clearly impossible to examine them and mere visitation does little good. I have seen enough, however, to convince me that, as a rule, these establishments are but preparatory schools and feeders to the Government seminaries. In some instances I have certainly come across cases of parents unwilling to send their children to the Government schools, as noticed by Mr. Hoskins in last year's report for Budaun. I can call to mind one case in which the reason of this unwillingness was not the *present* condition of the public school available, but a sort of immemorial custom, under which it was considered the proper thing for the children of these parents to be taught at home. It is true that the school in question had been in the past an unsatisfactory institution, and this was actually alleged as one reason for not patronising it now. I fancy a prejudice derived from the experience of the past, when schools were not so well looked after as they are now, and the torpid conservatism of the country have more to do with the unpopularity of Government schools than unsuitability of curriculum and other defects, such as were noticed last year in the reports for Gonda and Jalaun. But this unpopularity is disappearing with increased efficiency and its recognition by the people, and perhaps still more so (though perhaps this is rather a cynical view of matters) by the proved inability of private tuition to qualify for the prescribed test for Government employment. The figures for the year are given at the commencement of the report.

"The only schools of a special or technical nature in the district are the Lodipur Orphanage, and perhaps I should add the patwáris' school started towards the end of the year under orders of Government in the Agricultural Department.

"The industrial department of the Lodipur school is thoroughly successful in every way, and I wish we could see our way to a similar enterprise under Government control. As for the patwáris' school I cannot speak very hopefully, not that it is unsuccessful in itself, but that the attendance is so meagre as to raise doubts as to its necessity. I cannot help thinking that Mr. Mulock's proposal of special classes at tahsíli schools, which has not been so fortunate as even to be noticed by the Department of Agriculture and Commerce, would have been a preferable plan. The great point is to have an examination of candidates carried on under an efficient supervision,

and then new nominees are not likely to turn out unfavourably, and can soon learn their special duties in practical work.

"The amount spent on scholarships and number of incumbents for the year under report and the previous are shown below :—

	Number of scholarship-holders.		Annual amount of grant.		Average duration of grant.	
	1882-83.	1883 84.	1882-83.	1883-84.	1882-83.	1883-84.
			Rs.	Rs.		
Boys drafted from halkabandi schools to tahsili schools	4	8	88	165	7¼ months.	8¼ months.
Scholarship-holders at tahsili schools not grounded at a village school.	1	1	36	36	1 year.	1 year.
Halkabandi or tahsili boys drafted on scholarships to the high school.	12	12	432	432	1 year.	1 year.

"All the time that I could possibly spare for educational work has been fully taken up in examining the schools themselves, and I have really had no leisure to consider the question of books. In last year's report I joined the cry, which comes up loudest from Jalaun and Gonda, condemning the scheme of studies pursued in Government schools and the books in use. On reconsideration of the subject I am disposed now to think that the present system is well calculated to teach the masses to read, write and cipher, (which is after all the most important matter) if properly worked, and that the general dissatisfaction would in large measure be removed if this could be done. If we go any farther than this, it is surely impossible to *displace* history and geography by other subjects, for nothing opens the mind so much as these studies. Here again it is the proper utilisation of what we have rather than the substitution of something else that seems called for. Why should it be impossible to teach history in an intelligent fashion? Are not our normal schools somewhat to blame for the general ignorance of teachers as to the proper manner in which to perform this important duty? Similar remarks might be made with regard to mathematical teaching; such a simple thing as neatness and methodical arrangement of operations is very rarely taught indeed. But while the proper use of old books seems more necessary than the adoption of new ones, there appears no good reason why simple manuals on agriculture and sanitation and works of a moral tendency should not be introduced into our schools."

"It remains briefly to review the broad results of the foregoing figures and statements. I think I may say real progress has been made, although I am unable to prove it by the aid of statistics which are quite unassailable. The undeniable improvement in superior schools is a feature in the year's work which I think we may justly view with satisfaction, and it is supplemented by a progress towards efficiency in at least some primary schools which I have myself observed. But I think the time has hardly yet arrived when very great scholarship can be expected in a district which has for a long time been in a backward condition, and that the mere fact that improvement has taken place and is continuing is legitimate matter for congratulation. Besides, there are two elements in successful educational administration—the diffusion of a knowledge of reading and writing among the masses and reaching departmental standards. Now that the condition of each school has been ascertained and recorded, there will be some possibility of judging in future at least whether the first (and certainly not the least important) desideratum has been obtained or not. For the purpose of imparting this elementary instruction, the scale of pay which is all we can at present afford to give should, I think, obtain a fairly competent man. This is especially the case in the present day, when the diffusion of education has made the supply of candidates for any literate post so far exceed the demand. I have had thoughts of instituting an examination like the patwaris' examination and granting certificates of fitness, but have not as yet had an opportunity, or even time, to carry the plan out. Perhaps it is the only really satisfactory method of securing efficiency.

"With regard to the higher classes of schools more urgent necessity exists for a better-paid class of teachers. We are doing all we can to raise both the pay of the various masterships and also the fees levied at the schools.

"In conclusion, I must be pardoned for adding a few words in favour of two branches of education referred to also last year, English and female instruction. Great strides have been made of late in overcoming the prejudice formerly entertained by the Muhammadans of India against the study of English. I have hopes of soon being able to obtain a grant-in-aid for an English school at Tilhar, a town with a large Muhammadan population, and the majority of whom really desire a sort of elementary English school, which may serve as a stepping-stone to some higher educational establishment. As to girls' schools the prospect is not so clear, although the subject has not been thoroughly investigated. I think I may say, however, that a very fair attendance might be obtained at Pawayan, where the demand on the space of the Mission

establishment is far in excess of the accommodation. It may certainly be said with confidence that a general desire exists on, at least, the part of a respectable minority of the people for the education of their women. As girls in this country are, however, much more backward than boys of the same age, it is more than ever necessary that instruction should continue far into womanhood. But the older the girl becomes, the more the restraints of the *pardah* threaten to drag her away from civilising influences. Some plan, therefore, is greatly required for ensuring the instruction of adult girls. The appointment of an itinerant governess perhaps, who should spend an hour a day in a number of zenánás, might be a practical means of obtaining the desired end. It certainly should be our object to devise some means of facilitating female education, and if it was possible to do so 12 years ago, it must be at least as feasible now. It is comparatively useless our aiming at the general education of the country if we are content to have one-half of the population in total ignorance. Besides, there seems little doubt that if we could introduce a desire for knowledge into the Indian zenáná, forces would generate behind the *pardah* which would speedily work the destruction of that barrier to civilisation from within, and thus obviate the necessity of attacking it from without."

PILIBHIT.—President, Mr. R. G. Hardy, C.S. The number of schools remains the same, but progress has been made as the standards have been raised, the upper primary schools being 31 as against 24 of the preceding year. The steady increase in the number of upper primary schools, which stood at 8 in 1880-81, is a matter for congratulation. In four or five of these schools the teaching is up to the standard of class II. The number of boys on the roll has risen from 2,093 to 2,769, and the attendance from 1,748 to 1,805.

Of the boys sent up for the Middle Class Examination, 6 were successful, 2 passing in the 1st division. Last year only one boy passed. The number passed by the Inspector in the Upper Primary Examination shows an increase of 17 on last year. The committee considers these results very satisfactory, and the progress of the last three years very marked.

The girls' school in Pilibhit has maintained its reputation with a roll of 64 names and an average attendance of 57. The teacher's pay has been raised.

The result of the Deputy Inspector's energy are apparent in the steady progress of education since he joined the district. The policy of eliminating the most inefficient teachers and gradually replacing them by properly-trained men is showing good results. The committee are satisfied with the work of the year, which indicates steady progress.

ALLAHABAD DIVISION.

CAWNPORE.—Secretary, Mr. H. M Bird, C.S. "I was not appointed Secretary of the committee till after the close of the year, and although I officiated as Secretary for three months during the rains, I was not able to acquire any personal knowledge of the schools; my remarks must therefore necessarily be confined to an analysis of the returns.

"Pandit Chintaman, Deputy Inspector, was pensioned on the 7th April and was succeeded on 20th idem by M. Nihal Chandra. The committee are satisfied with the latter's work. Pandit Badri Din was the Sub-Deputy Inspector. He was absent on leave for two months, during which time the whole work was carried on by the Deputy Inspector. Badri Din is an elderly man, but still fairly active. The committee have recommended that he should be granted a further extension of service.

"There were again 24 middle schools this year; of these 12 are tahsíli and pargana schools, and 12 halkabandi schools teach up to the required standard. The Inspector at the close of his annual tour reported favourably of most of them, and the results of the departmental examination were satisfactory, as 31 candidates passed as compared with 5 in the previous year. The examination was I, believe, somewhat easier, but more candidates passed from Cawnpore than from any other district in the division. Of the 31 passed candidates 23 were from tahsíli and pargana schools and 8 from halkabandi ones. The Bilhaur and Narwal tahsíli schools are again well to the front, with 6 and 7 passes respectively, but the village school of Nonari did still better, as it only sent up 4 candidates, all of whom passed. Of the 23 boys who passed from the tahsíli school 16 were scholarship-holders, which is gratifying proof that the money spent in enabling promising scholars of the village schools to continue their studies is not wasted. As most of the teachers in the district have obtained certificates, the committee intend to send fewer candidates to the normal school and to devote the savings to scholarships.

"There were 177 primary schools for boys as compared with 178 in the previous year. These consisted of the lower classes of the 12 tahsíli and pargana schools, 161 village schools, and 4 municipal schools. The school of Nanamau was abolished on the recommendation of the Inspector. The savings were devoted to the appointment of a second assistant teacher at the Bilhaur tahsíli school, as the number of boys on

the roll had risen to one hundred, and it was found that two men could not teach them properly.

"The Inspector examined 136 of the village schools, and, judging from his inspection remarks, they may be considered to be in a fairly satisfactory state, though some are lamentably deficient both in the numbers attending and in the quality of the teaching. The Inspector's recommendations with regard to rewards and punishments have nearly all been carried out by the committee. The number of boys on the rolls shows a slight increase of 9 as compared with last year, but the average attendance was not so good.

"There are still 4 municipal schools, the cost of which is borne by the municipality. As the tahsíli school has now been removed to a more central situation in the city, it is doubtful whether more than 3 municipal schools will be required. There were 180 boys on the rolls as compared with 179 last year. The average attendance was 144 as compared with 146.

Girls' schools.—The number of these schools remains the same as in past year. The Kashipur school was transferred to Najafgarh and the Dharmapur school to Khanpur. Two female teachers have been appointed to these schools. The number of girls on the rolls was 81 against 86 in the previous year. The Deputy Inspector reports that the schools contained girls who did fairly well in the upper primary standard, except in arithmetic.

"The amount realised from fees, Rs. 236, is very small. The Deputy Inspector is anxious to take measures to increase the amount of income, but changes will have to be introduced gradually, as the committee have reason to believe that of the small amount realised a considerable portion was contributed by the teachers.

"The allotment for scholarships was Rs. 1,398, but of this amount Rs. 598 were allotted as contribution to the normal school and Rs. 400 to the zila high school, leaving only Rs. 400 for tahsíli and pargana schools. During the current year a large amount will be devoted to the tahsíli schools.

"Three new halkabandi school-houses were built at a cost of Rs. 508-4-0 and Rs. 1,482-8-7 were spent in repairs. A new room was built at the tahsíli school of Ghátampur by the Public Works Department at a cost of Rs. 499, and Rs. 669 were spent in repairs."

FATEHPUR.—Secretary, Mr. C. Steel, C.S. "A separate report has been submitted by the head-master of the zila school to the Inspector concerning that institution. The school is popular in the city and district, and did fairly well at the last Middle Class Anglo-Vernacular Examination, as 5 boys from it passed out of 9 examined. The weak point in the teaching would seem to have been mathematics. The new school-house is now approaching completion, and the District Engineer states that it may be occupied directly after the holidays, *i.e.*, at the end of June. Accommodation for the master in charge of the boarding house should be improved.

"Of the 7 tahsíli and pargana schools I had an opportunity of inspecting those at Bindki, Khajua, Sah, and Kora. The best of these was the Khajua one, but the Inspector has found considerable faults even with it. The others are utterly unworthy of the name of tahsíli schools, being inefficient in the extreme. Mandwa and Husainganj, two of the schools not inspected by me, are apparently really good ones; but this would seem to be due entirely to the efforts made by the teachers, and not the result of efficient inspection. That they almost monopolise the scholarships of the whole district will be seen from the result of the recent Middle Class Vernacular Examination, in which 11 boys from this district passed, and out of them 4 came from Husainganj and 4 from Mandwa.

"The number of halkabandi schools (including two municipal ones in the city of Fatehpur) last year was 98. The two municipal schools were amalgamated in August last, and 16 halkabandi schools were done away with during the year under report. New schools were opened at Daulatpur, Mahraha, Bhainsauli, Shiurajpur, Arlieya, and Jahangirnagar. Thus (including the one municipal school) there were on 1st April, 1884, 87 schools of this class in the district.

"Of these, during the past cold weather, I inspected 27, and a good number were inspected by Maharaj Narain Shiupuri, Deputy Collector. In several cases I noticed that members of the district board (chiefly tahsíldars, however) had visited the schools. With regard to the wretched state of these schools and the cause of it, I can only reiterate the opinion expressed in my No. 51 of 17th April, 1884.

"The difficulty of getting competent schoolmasters in this district is great. Incompetent, or at any rate inferior, teachers from Allahabad, Bánda, Rae Bareli, and Jhánsi have all found employment here. An experiment has been tried this year with a view of lessening this difficulty in time by sending to the normal school at Allahabad several very young boys who have passed the Middle Class Vernacular Examination. These boys are at present quite unfit, by reason of their youth, to be teachers, but after a year at the normal school they might be appointed as naibs, and after another year, if they did well, might be entrusted with a school. Ultimately some of them will perhaps choose other means of getting a livelihood, but it is hoped that some may continue to teach.

"The system of giving scholarships has been revised. All scholarships for the future will be tenable for two years. Those held at the zila school will be worth Rs. 3 a month, and those at the tahsíli schools Rs. 2. They will be given according to the result of the Inspector's annual examination. The amount granted for scholarships is very liberal in this district; but undoubtedly the idea got abroad that they were always given to some boy who had friends to recommend him, as *pay* for going to school. The word invariably used here by boys applying for their scholarships is 'tankhwáh.' The idea of assisting promising pupils, sons of parents in straitened circumstances, is a pretty one, but impracticable. The funds of the committee for educational purposes cannot be spent on charity, this amount being so small and the mass of poverty in this country so great. The promising pupils are those who come out best at the examination. Any other method than examination of deciding who are the most promising must always be open to the suspicion of favouritism; and who is there who could properly judge of the various claims? If the scholarships are the reward of success in the examinations 5 or 6 boys will work well for every one who would do so if they are granted haphazard, and the cause of education will be promoted to the same extent."

[The wretched state of the schools is attributed in the letter referred to by the Secretary to the incompetency of the Deputy Inspector. He will be removed as soon as possible to a smaller district.]

BÁNDA.—President, Mr. J. Deas, C.S. "*Zila School.*—The head-master has already submitted his report on the working of the zila school for the past year. It is satisfactory to note that the nominal roll and average daily attendance have increased from 133 and 102 to 139 and 108 respectively. The percentage of attendance has however slightly decreased from 83 to 82, owing to the prevalence of cholera in the city in the autumn. The fee-income shows a satisfactory increase of Rs. 41-8-0. Judged by examination results the school has done much better than in previous years, having passed 3 out of 4 boys in the Entrance and 13 out of 15 in the Middle Class Anglo-Vernacular Examination (*viz.*, 3 in the 1st grade, 9 in the 2nd, and 1 in the 3rd.

"The rules regarding scholarships payable from halkabandi funds were revised by the board last September. These scholarships are divided between the zila and tahsíli and pargana schools, 6 being allotted to the former at Rs. 3 each and 15 to the latter at Rs. 2 each. They are in each case tenable for 3 years, and candidates must be between 12 and 15 years of age. The zila scholarships can be given only to boys who belong to the 3rd or 4th class, and all scholarship-holders must reside in the boarding-house, unless specially exempted.

"The number of boys accommodated in the boarding-house attached to the zila school increased from 13 in 1882-83 to 16 during the year under report. Of these 16 pupils 5 are scholarship-holders. The boarding-house can accommodate 18 boys.

"*Tahsíli and Pargana Schools.*—The number of these schools remained the same as during the previous year, *viz.*, 7 tahsíli and 2 pargana. The nominal-roll shows a satisfactory increase of 78 pupils. The number of pupils has been steadily increasing of late years, as the following figures show:—

	Boys.
Nominal-roll, March, 1880	302
" " 1881	385
" " 1882	411
" " 1883	458
" " 1884	536

"The increase in the number of pupils is general to all the schools except Kalinjar, Sindhan, and Mataundh. The first two are stationary, the last shows a slight decrease.

"The average daily attendance was 356, or 66 per cent. of the number on the roll, a percentage slightly below that obtained in the previous year.

"Of the 536 pupils 98, or 18 per cent., paid no fees. The percentage of non-paying pupils was the same as that of the previous year.

"Eighteen boys went up for the Middle Class Examination: only 4 passed, *viz.*, 2 from Bánda, 1 from Mataundh, and 1 from Mau. This result, though not good, is better than was obtained last year, when only one passed out of 14 candidates.

"All the schools were examined by the Divisional Inspector during last cold weather. The result of the examination is gratifying, showing that the schools have on the whole improved not only in the number of pupils but also in the standard of instruction.

"*Bánda School.*—This school continues to keep its place as the best tahsíli school in the district. It has a nominal-roll of 104 boys.

"The recommendation of the Inspector that the class room accommodation should be extended will receive the attention of the board.

"Two out of 6 boys passed the Middle Class Examination.

"The decline of the Matauudh school is due to the epidemic of cholera from which this village suffered in August last and to the appointment of a new teacher, the former teacher having died of cholera.

"One boy passed the Middle Class Examination out of 4 candidates.

"The decline in Mau is due to the change of the senior teacher. The school sent 3 boys and passed 1 in the Middle Class Examination.

"*Bisenda School* has 45 boys on the roll, and the Inspector's report has much improved.

"*Sindhan School.*—The teacher was without any assistant for several months during the year. He worked hard and prepared 3 candidates for the Middle Class Examination; unfortunately none were successful.

"*Kalinjar School* has 59 boys on its roll. Mr. Dodd reports that it has improved, though it is far below the middle class standard.

"In *Karwi School* (63 boys) the Inspector praises the teacher's work, which has led to a great improvement in the condition of the school.

"In Rajupur School the Inspector found that the teacher had been forcing his classification. The Kamasin School has suffered from a change of teachers.

"*Halkabandi Schools.*—The sanctioned number of the schools is 125; at the close of last year 121 were open. Three schools at Hatowra, Sanda, and Musri were started during the year and 2 schools (Saraian and Khoh) were closed owing to the very poor attendance of pupils.

"The number of pupils on the roll increased from 3,498 to 3,615; and the average daily attendance was 3,488, or 96 per cent. against 91 last year.

"The Divisional Inspector inspected 79 schools last cold weather; 834 boys were examined, of whom 404, or about 50 per cent., obtained pass marks. This percentage is lower than that obtained last year, but during the year under report the number of boys examined was very large (834 against 580 in the previous year). Of the 79 schools inspected by Mr. Dodd 24, or 30 per cent., were pronounced to be efficient. Of the 55 inefficient schools 18 had "improved," 24 were "stationary," and 13 had declined, while of the 24 "efficient" schools as many as 18 had improved; the remaining 6 were stationary. Of the 79 schools examined therefore, as many as 36 had improved, now only 13 had declined. The parganas of Girwan and Kamasin stand first in the number of satisfactory schools, each containing 5; parganas Bánda and Baberu came next with 4 schools each; parganas Pailani and Chibbu each contained 2; pargana Tirohan contained one, and pargana Badausa none.

"During last cold season the Commissioner called for a report on the condition of the primary schools of the district. He wished a comparison to be made between the present condition of these schools and their condition in 1879, suggesting that either 5 per cent. of the school or the schools of one pargana be examined. I inspected the schools of the Pailani pargana in March last and found that, compared with the year 1879-80, the attendance had increased and the quality and standard of instruction had greatly inproved. On the result of his cold-weather inspection the Divisional Inspector recommended that 24 teachers be promoted or rewarded, that 7 be dismissed, and that 8 be degraded or fined.

"*Halkabandi Aided Schools.*—In these schools the salary of the teacher is paid partly by the zamindars and partly from halkabandi funds. At the close of last year there was one such school open (at Andaha, pargana Darsenda). Two others were started during the year, one at Ichhawar and the other at Semri, both large villages in pargana Pailani. The nominal-roll of these 3 schools on 31st March, 1884, was 68, and the average attendance was 54.

"The anglo-vernacular school at Karwi receives a grant-in-aid of Rs. 360 from Government. It is not under the supervision of the board.

"*Municipal Free Schools.*—Three schools are maintained by the municipality. All were examined by the Divisional Inspector in January last. He was pleased with the condition of the Khunni Naka school, and reported very unfavourably regarding the other two.

"The nominal-roll of the 3 schools on 31st March was 86, and the average daily attendance 65 against 107 and 71 of the preceding year.

"The Kuttra Naka school, which was reported as satisfactory last year, has suffered by the resignation of the former teacher.

"*Private Unaided Schools.*—The only schools of this class under the supervision of the board is that at Khandeb, supported by Chandidin Dube, the zamindar of the village and Honorary Magistrate of Bánda. The school is a very small one, having a roll of 6 boys. There is a halkabandi school in the same village, containing a roll of 44 boys; it was unfavourably reported on by the Inspector last January.

"The Society for the Propagation of the Gospel maintains a Mission school in the town of Bánda. The school is not under the supervision of the committee and is at present unaided. Application has been made to Government for a grant-in-aid, and I hope that the application will be successful.

"The statistics given by the Revd. Mr. Hill show that the nominal-roll in 31st March was 106, and the average daily attendance 91·60, against 116 and 100 of the previous year.

"*Indigenous Schools.*—The Deputy Inspector reports that there are at present 83 indigenous schools, or 19 less than were open last year. The nominal-roll numbers 647 boys and gives an average of 7 boys per school. I have not inspected any of those schools and have no personal knowledge of the subjects taught and of the system of instruction. It cannot be denied that sometimes the indigenous school is more popular than the Government one, as at Badausa, where, owing mainly to the competition of the former, the latter has lately greatly declined.

"*School Accommodation.*—Seven new school buildings are being constructed at a cost of Rs. 884-2-3.

"The school buildings at Pawain and Pangarra, commenced last year, were completed during the year under report. The contractor's work in the case of the latter has not proved very satisfactory. The new tahsíli school at Kalinjar is in course of construction. The school-house at Badausa, within the enclosure of the tahsíl, has been abandoned for the present, and the school is located in a building within the town of Badausa belonging to Kishen Chand's estate (Court of Wards). The board were of opinion that the position of the school-house within the tahsíl enclosure some distance from the town had contributed to the decline of the school.

"Rs. 786-11-6 were spent in repairs to existing buildings.

"The 124 primary schools were located in the following buildings:—

93 the property of the board (10 pucca, 16 pucca-kucha, 67 kucha).	
1 rented by the Board.	
30 lent by zamindars.	
Total ...	124

"*Qualifications of Teachers.*—The number of certificated teachers is, I am glad to say, increasing. The figures for the last 3 years are:—

	Certificated.	Uncertificated.
1881-82	83	104
1882-83	99	60
1883-84	110	57

"During the year under report 10 men were under training at the normal school, of whom 4 were supported by Government and 6 by the board from halkabandi funds. The result of the examination of non-certificated teachers is not yet known.

"*Punishment of Teachers.*—It is satisfactory to note that the number of dismissals and punishments were far fewer than in the preceding year. Only four teachers, including assistants, were dismissed, against 20 in 1882-83, and the number of reductions and fines fell from 33 to 11.

"*Meetings of the Board.*—Nine meetings were held during the year, at which an average number of eight members were present. The non-official members of the board evinced but little interest in the progress of education and the condition of the schools. I do not know of a single instance in which a halkabandi school has been inspected by a non-official member.

"*Scholarships.*—Rs. 766-15-7, including savings of last year, were expended, *viz.*:—

Rs. 213 13 6	on 6 scholarships	in the zila schools.
„ 36 0 0	on 1 ditto	in Karwi anglo-vernacular school.
„ 517 2 1	on 24 ditto	in the tahsíl and pargana schools.
Total Rs 766 15 7		

"*School Inspection.*—The numbers of schools examined by the departmental and other officers were 810, *viz.*:—

By the Inspector of Schools	91
„ Deputy Inspector of Schools	312
„ Sub-Deputy Inspector of Schools	376
„ Secretary (Mr. Dess)	22
„ President (Mr. Markham)	1
„ Mirza Suleman Bakht, Deputy Collector ...	8
	810

"If the condition of the schools of this district has improved within the last year or two—and I am of opinion that it has—this result is due to the active exertions of the Deputy Inspector, Mirza Kaisar Bakht, who has worked very well indeed during the year and has succeeded in raising considerably the general standard of instruction in the primary schools."

HAMÍRPUR.—President, Mr. J. H. Twigg, C.S. "It must be acknowledged that the work is in an unsatisfactory state, and I have already addressed you on the subject with regard to deficiencies noticed by the Lieutenant-Governor on his recent tour.

"Kunwar Shiam Singh, who was in charge of the department for most of the year, attributes failure to the laziness and incompetence of the teachers, also to the unpopularity of the prescribed course of study, especially the subjects of geography and history. Kanhaya Lal, the Deputy Inspector, dissents and blames the apathy of the people. Both of these officers' views represent, in my opinion, a part of the truth.

"The people are certainly much more careless of education than in the North-Western Provinces generally. The fact is notorious and evident in many ways. It is also equally certain that they do not appreciate the teaching and prefer their own subjects and methods even more than in other districts; otherwise why should there be 44 private schools with 420 scholars chiefly in the larger villages alongside of Government institutions. The Musalmans prefer the *Gulistan*, *Bostan*, and *Karima*, with a little Arabic, and the Hindus learn the Kaithi characters with long multiplication tables, both classes thinking the study of geography to be pure waste of time and history a superfluous accomplishment for village boys.

"I am unable to agree with Thakur Salehdi Singh in thinking that education is declining, though it has certainly advanced little if at all in the last 6 or 7 years. Its condition, as formerly recorded, was illusory. The attendance rolls are now smaller, but more trustworthy—a result attained by closer inspections and the strict enforcement of a local rule prohibiting the enrolment of boys in the lowest class beyond one-fourth of the whole number in the school. If teachers are allowed free license in this matter, they fill the registers with the names of children who appear only at inspections and are never taught.

"I may here recapitulate with some remarks the measures taken here during the past few years in support of education: (1) a reduction in the number of schools and the size of the lowest class in each; (2) an increase in the pay of teachers; (3) removal of inefficient teachers who were required to resign, or obtain normal school certificates; (4) the dismissal of a Sub-Deputy Inspector who had falsified his books and procured appointments for fellow-townsmen of his own dismissed from another district; (5) preferential appointment of literate men to the lower public offices.

"The abolition of schools—that is, a reduction of the total number—should be carried no further, and perhaps has, in some cases, been hastily ordered before the inefficiency of a school was shown to be irremediable. There is even room for the establishment of some new ones, and I must deprecate the transfer of schools from one place to another—a plan sometimes tried.

"The pay of teachers is certainly very low. It might have been higher with greater steadiness of administration—that is to say, the rates of salary might, in several years, have been higher but that considerable sums remained unexpended in consequence of the abolition of schools, and of the uncertainty that others might not be established. The committee have, however, settled a plan whereby the establishment will be as follows, and cost of it will be steadied by always promoting a teacher to fill the place of another reduced from a higher grade. Orders will shortly be issued in detail. The old and new establishments* are here contrasted. An enlargement of them will of course call for a larger allotment from Government.

"Very few teachers now remain without certificates of competency, and the superior pay given is attracting gradually a better class of men which will be still further increased, no doubt, by the arrangements now stated.

"As the teaching of history and geography to boys of the lower classes is not appreciated, the committee have decided to exclude these subjects from all classes, except the third, which is the highest in village schools.

"Notices have been posted up in all schools that, where, possible, a preference will be given to literate men, even in appointments of the lowest class, and in accordance with this a good many Hindi scholars have been appointed as messengers and the like, apparently with good effect, as candidates are often coming forward with the plea of literary qualifications.

"The unsatisfactory state of the Mahoba school was noticed on tour by the Lieutenant-Governor. It exhibits a strange state of things, very inferior teaching and great popularity, for, as the Deputy Inspector remarks, the place 'teems with boys.' Some of the teachers are residents of the place, and too much occupied with private affairs: hence, according to the educational authorities, work is neglected. The matter had been previously noticed, but the popularity of the school was a favourable sign. Some changes will now be made, and it is likely that the residents will subscribe towards an English department."

ALLAHABAD.—Secretary, Mr. T. R. Wyer, C.S. The total number of schools under the inspection of the Deputy Inspector was 145 on the 31st of March last. Of

* EXISTING SCALE.			* NEW SCALE.		
No. of teachers.	Rate Rs.		*No. of teachers.*	Rate Rs.	
4	@	12	3	@	15
1	"	11	12	"	12
6	"	10	12	"	10
6	"	9	12	"	9
10	"	8	12	"	8
14	"	7	15	"	7
29	"	6	16	"	6
9	"	5			
2	"	4			
Total charge Rs.		6,936	Total charge Rs.		8,568

these, 137 were of the primary status, and the remaining 8 taught up to the middle class standard. The number of scholars receiving middle class instruction was 73. There is only a slight increase in the roll number as compared with that of last year, but the daily attendance shows considerable improvement. The schools at Daranagar, Sirsa, Phulpur, and Syad Sarawan continue to be in a very satisfactory condition, and the Karchana school has greatly improved in numbers and teaching. The Kathauli school has declined, owing to quarrels between the villagers and the teachers. The teachers have been changed, but the school shows no improvement as yet. The Syad Sarawan school is rapidly growing in numbers, and has not sufficient accommodation for its scholars. The building will be extended and a boarding-house will be added. Thirty out of 35 candidates passed the Middle Class Vernacular Examination, 10 being placed in the 1st division and 17 in the 2nd.

The number of primary schools was 137, 6 more than last year The number of registered scholars was 4,016, showing an increase of 200. In addition to these there were 612 candidate scholars, whose names are not registered until the masters are assured of their regular attendance. Of the registered scholars, 895 were in the upper division. The Hindu scholars numbered 2,583 and the Musalmans 1,433. In the average daily attendance there is an increase of 362. The average cost of educating each primary scholar has decreased by more than 5 annas. The primary schools have improved during the last four years under the present Deputy Inspector, but still the education in them is in a backward state. This is due to (1) the apathy of the people, and (2) the insufficiency of the masters' pay. The villagers are unwilling to supply their children with books, and when pressure is brought to bear upon them they withdraw their boys. For the low salaries offered competent teachers cannot be secured, there being no inducement in the shape of pension or gratuity. Fifty-four teachers hold normal school certificates, 38 middle class certificates, 26 teachers' certificates, and 54 are non-certificated. Nine teachers were dismissed and 10 resigned. Eighteen were promoted and 20 received cash rewards for good work, 7 were reduced in grade, and 20 were fined.

The disbursements under "scholarships" amounted to Rs. 1,405. Buildings and repairs were executed by the District Engineer, Local Works, the Deputy Inspector having been relieved. Four school-houses have been completed and two more new school-houses have been built.

The Inspector examined 94 schools, the Deputy Collectors 21, and the Collector 5. The general complaint has been that the reading is mechanical and unintelligent. The Deputy Inspector, Pandit Din Dayal Tiwari, was on privilege leave for three months, and the Sub-Deputy Inspector, Pandit Mannu Lal, officiated for him. The former made 269 visits to schools, and the latter 261.

JAUNPUR.—Secretary, Shah Zahir Alam. "At the close of the year there were 145 primary and secondary schools under the charge of the committee. The following comparative statement will show the number and different classes of schools that existed on 31st March last :—

		In 1882-83.	In 1883-84.
1.	Inferior zila school	1	1
2.	Tahsili schools	5	5
3.	Pargana schools	1	1
4.	Branch (tahsili) schools	1	1
5.	Halkabandi schools	103	128
6.	Female schools	3	3
7.	Municipal free schools	4	6
	Total ...	118	145

"The total number of halkabandi schools sanctioned for this district was 130, out of which 128 have been opened and established. And the total number of female schools sanctioned was 4, out of which 3 have been opened.

"The inferior zila school is financially under the control and management of the district board, but the general management and supervision lies with the Educational Department.

"The education given in this school is up to the standard of 3rd or middle class, and the average number of scholars educated in this school was 264, against 199 in the previous year. These scholars were educated at an annual cost of Rs. 18-14-3 per scholar, or at a monthly cost of about Rs. 1-11-0 per scholar. The school is an inferior one, but through the zeal and exertions of the head-master it has made remarkable improvements. The head-master takes up scholars and prepares them for the Entrance Examination of the Calcutta University. In the year under report five boys were sent up for the Entrance Examination, and one of them passed in the 2nd division.

"Twenty-two boys appeared in the Middle Class Anglo-Vernacular Examination, and out of these 15 passed, 3 in the 1st division and the remaining 12 in the 2nd.

"The municipal committee of Jaunpur continued to pay the cost of aintenance of two additional teachers at Rs. 60 per mensem.

"The application made by the committee in February, 1882, on the representation of the head-master of the zila school, to raise the school to the status of a high

school, was renewed in November, 1883, and the Government, North-Western Provinces and Oudh, was asked to raise the status of the school, but the matter has not yet been finally settled.

"On another representation of the head-master the committee recommended the appointment of an extra teacher at a cost of Rs. 15 per mensem to be met from the income of schooling fees, and the Government sanctioned the appointment from 1st April, 1884.

"During the year under report some successful efforts have been made to establish a Hindu boarding-house; a subscription has been raised for the purpose, and I hope it will be established soon.

"There were 5 tahsíli, 1 pargana, and 1 tahsili branch schools in this district. These were maintained at an annual cost of Rs. 2,256-4-0. The total number of boys in the middle class of these and 2 halkabandi schools was 89·69, and the average of daily attendance of these boys was 77·11. These boys were educated at an annual cost of Rs. 5-6-5 per scholar. In 1882-83 these scholars were maintained at an annual cost of Rs. 2,105-15-8. Then the average of daily attendance of boys in the middle class was 60, and the cost of educating each scholar was Rs. 9-3-3 per annum. The above comparison will show that scholars were educated during the year under report at a much cheaper rate than in the previous year, and it is due chiefly to the great number of scholars reading in these schools. The total number of boys that were sent up for the Middle Class Examination was 42, and out of these 25 boys passed, much to the credit of the education given in this district. The result of the examination of these boys has been satisfactory.

"Mr. Dodd, the Inspector of Schools, inspected all these schools during his cold-weather tour in the district. Out of the 6 tahsíli and pargana schools inspected by Mr. Dodd the following three were found by him to be inefficient:—

1. Mariahu tahsíli school.
2. Mungra Badshahpur pargana school.
3. Sháhganj tahsíli school.

"But the result of the annual examination of boys sent up by these three schools was contrary to the opinion expressed by Mr. Dodd. The result of the examination reflected much credit on the teachers of these schools and on those who supervised the education. One boy passed from Mariahu, 3 from Mungra Badshahpur, and 4 from Sháhganj schools. The result of the examination of the other tahsíli and pargana schools was as below:—

Schools.	*Number of boys passed.*
Machhlishahr	5
Kerakat	8

None passed from Zafarabad school. In 1882-83 the result of the Middle Class Examination was disgraceful and not a single boy passed from any of the above schools. Considering the result of the examination in 1882-83, I must conclude this with the remark that the result of the examination of the middle boys for the year under report was more than satisfactory and creditable to the teachers and to the Deputy Inspector of Schools, whose duty it was to supervise the education in this district.

"There were 128 halkabandi schools at the close of the year under report against 103 in the previous year. These halkabandi schools and the 1 primary tahsíli branch, 6 free municipal schools and primary classes of the middle schools had 5,193·12 boys during the year. The average daily attendance in these schools was 4,538 and the boys were educated at an annual cost of Rs. 8-4-9 per head. In the previous year the average attendance was 3,578, and therefore the scholars were educated at an annual cost of Rs. 3-9-11.

"During the year under report 25 new halkabandi schools were opened. Of these 25 schools, 21 were opened at the request of the zamindars, 3 at the recommendation of the Deputy Inspector of Schools, and 1 at the recommendation of a tahsíldar.

"Five halkabandi schools have had to be closed and re-opened in other villages. The cause of the transfer of four of these was the non-attendance of boys, and of the last was the maltreatment that the school teacher met from the hands of the zamindars of the village. In the latter case the teacher was ordered to prosecute his assaulters, but he made a compromise in the case and was therefore dismissed and the school removed to another village.

"The buildings of these schools are chiefly Government property, but still there are some that have been lent by the zamindars, as would appear from the following detail:—

Houses that are Government property	66
" lent by zamindars free of charge	54
" hired for the purpose	8
	128

"The salary of teachers varies from Rs. 7 to 12 per mensem. Of the 128 teachers only one was entertained at Rs. 12 per mensem, 7 at Rs. 10, 13 at Rs. 9, 23 at Rs. 8, and 84 at Rs. 7.

"Besides the above-said teachers there were 16 assistant teachers, each maintained at an uniform rate of Rs. 6 per mensem.

"Out of the 128 teachers of the primary schools 96 possess normal school or middle class certificates and the remaining 32 are non-certificated, but these are quite fit to hold their situation as long as a certificated man does not succeed them. Of the 16 assistant teachers 11 are certificated and possess certificates from the normal school or of middle class, and the remaining 4 are certificated ones.

"Post-offices have been established in the following three halkabandi schools :—

1. Singramau.
2. Khapraha
3. Tejgarh.

"The teachers of these schools have to perform the duties of a sub-postmaster and get an allowance of Rs. 4 per mensem. This system was introduced by the Postal Department only during the year under report, and I do not think there can be any reasonable objection to such an arrangement, as the postal work of these teachers is only nominal.

"Three female schools were maintained during the year under report at an annual cost of Rs. 379-14-9. The sanctioned number of schools is 4, but as yet there has been no opportunity to open a fourth school with any hope of success. Of the 3, one is a Muhammadan female school at Machhlishahr, and 2 Hindu female schools at Jaunpur city and Patti Narindpur in tahsil Khutahan. The number of girls educated in these three schools was 58, at an average cost of Rs. 9-7-7 per annum per head. The cost is of course more than it ought to be, but it is due to the small number of girls attending the schools. Machhlishahr is a very large town and inhabited by Muhammadans of high respectability and position, but none of these men, I am sorry to say, send their girls to the school. The inferior classes only send their children to receive the blessings of education. Such is the case with the other two female schools also, where Hindu girls receive their education. The city girls' school made a little progress during the year 1883-84, and to encourage such improvement the mistress got promotion of Re. 1 per mensem, and now she is entertained at Rs. 10 per mensem.

"Six free schools were maintained by the municipal committee, against 4 in the previous year. These schools have been financially and generally managed by the municipal committee, but the supervision rested with the Deputy Inspector of Schools. The number of students on the roll in these schools was 236 on 31st of March, 1884, and average daily attendance during the year was 200.

"Four of these schools were inspected by the Inspector of Schools. He found 2 of these to have made some improvement.

"During the year under report 7 teachers and students have been sent up to the normal school at Allahabad, but the result of their examination is not yet known.

"The tahsili and the halkabandi schools were continually supplied with 2 newspapers, one *Kashipatrika* and the other *Mazhar-ul-siraiet*; 12 copies of *Kashipatrika* and 27 copies of *Mazhar-ul-ziraiet* are supplied by the district committee, and 6 copies of the *Kashipatrika* are supplied by the Educational Department. These papers are generally circulated, through the Deputy Inspector of Schools, among all the schools in the interior of the district, and they have probably done some good to the boys, but I am told that the boys are not fond of these papers and don't seem to like them. Instead of these newspapers, I would suggest that the number of scholarships be increased. The latter course, I hope, will prove a good way of encouraging general education in the primary schools.

"The district had two inspecting officers :—

1. Maulvi Amanat Husain, Deputy Inspector of Schools.
2. Maulvi Amir Ali, Sub-Deputy Inspector of Schools.

Almost all the schools were inspected by both the above-said inspecting officers and they performed their duties to the satisfaction of the committee.

"The total number of scholars attending all the schools mentioned above was, during the year under report, 5,997 against 4,787 in the previous year. Thus it appears that education has made satisfactory progress in general. The number of pupils now receiving their education has increased by 1,210, and this shows that the system of education is becoming popular amongst the cultivating class of people.

"The following is a detailed and comparative statement showing the classes of people according to religion receiving the education :—

Caste.	No. of boys in 1882-83.	No. of boys in 1883-84.
1. Muhammadans	446	586
2. Hindus	4,341	5,411
Total ...	4,787	5,997"

BENARES DIVISION.

AZAMGARH.—President, Mr. W. Lambe, C.S. With the exception of three months, when Mr. Fisher was Collector, Mr. Lambe held charge of the Department during the whole of the year.

There was the same number of middle class schools (10) as in the year preceding, but the number of scholars has decreased from 100 to 88. The reason of this falling off is that quality has been sought after rather than quantity, and the result of the examination has amply justified the selection. The district stands first in the division as regard success, and second in the united provinces. In a district so poor as this a rapid increase in the number of scholars is not to be looked for. If opportunities of higher education are at hand and are not extensively taken advantage of, it is a proof that as yet the people find elementary education answer better the needs and purposes of life. The most efficient schools are those at Azamgarh and Jianpur, all the boys sent up from which, 8 and 6 respectively, passed the Middle Class Examination. The report of the Inspector as to these schools is favourable and shows that progress has been made.

As regards primary schools, 5 new schools were opened during the year at the request of the zamindars, and the district total has risen from 143 to 148. An experimental school is granted for each village, of which the chief inhabitants provide accommodation and guarantee a minimum of 20 scholars. If the school turns out a success it is placed on a permanent basis. The number of scholars in primary schools has risen from 6,108 to 6,437, but the daily attendance has run down from 4,999 to 4,683. One reason for this is that the constant tendency of teachers to make fictitious entries has been looked after carefully: another is that the long-continued agricultural depression has caused a large amount of non-attendance, the services of the boys being required in their homes. The quality of the instruction, however, has not deteriorated, and non-attendance is not due to dissatisfaction with it. Primary teachers have generally been promoted according to seniority on the list and the result has been to make the men work harder.

Of the two girls' schools, that at Mau is highly spoken of by the Inspector: the other at Katghara does not appear to be flourishing. In an agricultural district like Azamgarh education is not likely to be thought a necessity for girls when it is considered more or less of a luxury for boys.

There are 99 scholarship-holders receiving from 8 annas to Re. 1-4-0 per mensem, and 13 boarders at the Benares College school getting Rs. 3 each a month.

The sadr tahsíli school-house is not large enough, and the enlargement of the building as well as the construction of a boarding-house is under consideration.

All the schools were inspected by the Deputy Inspector, and several of the principal schools by Mr. Lambe, Mr. Wyer, and M. Bihari Lal, the Deputy Collector. The general result of these inspections was to find the schools in a satisfactory state. The Deputy Inspector, M. Muhammad Akbar Khan, and his Assistant, Lala Manohar Das, are painstaking and excellent officers

MIRZAPUR.—Secretary, Mr. H. W. W. Reynolds, C.S. "The year has not been marked by any especial changes in the administration of educational matters, but there has been a steady and on the whole a satisfactory progress in spite of the difficulties caused by the fact that the district suffered severely from cholera in the months of May, June, September, and October, and many schools had to be temporarily closed in consequence. For the first time the district has shown well in the Middle Class Examination. Eleven candidates out of 23 passed, and of these no less than 10 were wholly educated in the schools of the district.

"Three halkabandi schools were closed during the year under report, but 6 new ones were opened, so that the year closes with 3 more schools in existence than there were at the commencement.

"The schools in Mirzapur at the close of the year are—zila school, 3 tahsíli and one pargana school, 112 halkabandi schools, 4 girls' schools, 7 municipal free schools, and 5 aided schools.

"*Zila School.*—There were 201 boys on the English side and 234 on the vernacular side at the close of the year, as against 181 and 232 respectively present in March, 1883.

"Of these on the vernacular side—

36	were in the	Sanscrit,
33	"	Arabic,
123	"	Persian, and
42	"	Mahajani departments.
234		

"The fees realised reached the sum of Rs. 1,652-2-3, as against Rs. 1,318 paid in the previous year.

"One boy passed the University entrance in the 2nd division, and 5 passed the Middle Class Anglo-Vernacular in the 1st, 3 in the 2nd, and 1 in the 3rd division.

"The boarding-house attached to the school has lately been removed to another building, adjoining which quarters for the superintendent have been secured. That

it is appreciated is shown by the fact that there are now 29 boarders in it, as against 22 in the preceding year.

"*Secondary education*.—The schools teaching up to this standard are 3 tahsili, 1 pargana, and 2 halkabandi schools.

"The success of the pupils in the Middle Class Examination has been already noticed. The total number of pupils, the number of candidates at the Middle Class Examination, and the number of those who passed in each school is shown in the following statement:—

Gopiganj	...	...	...	...	138	6	3
Chunar	...	...	...	...	109	6	2
Ahraura	...	...	...	...	101	3	2
Bhadohi	...	...	...	...	91	2	2
Kachwa	...	...	...	...	102	2	2
Robertsganj	...	...	...	...	50	4	0

Each of these, with the exception of Robertsganj, was examined by the Inspector, who was dissatisfied with the progress made at Ahraura and Bhadohi, but appears to have been well pleased with the state of the remainder. A change in masters has been made at Bhadohi, and no doubt next year that school will show some improvement.

"*Primary education*.—Primary education is imparted by the lower classes of the schools above mentioned by the 112 village schools, 4 girls' schools, 7 municipal free schools and 5 aided mission schools.

"The village schools had a total of 3,937 boys on the rolls, and an average daily attendance of 3,480, as against a total of 3,437 and attendance of 3,182 in the preceding year. Of the total on the rolls 3,700 were Hindus, 209 Muhammadans, 1 Native Christian, and in the 5 schools recently opened in the Dudhi pargana 27 aborigines attended.

"Of the 112 schools 53 were examined by the Inspector. The number of boys who were examined and who passed in the various classes is as below:—

Class.	*Examined.*	*Passed.*
3rd	114	30
4th	268	163
5th	323	110

"The 3rd classes failed chiefly in arithmetic, the 4th classes were on the whole successful, but the 5th classes show but poor results, and it is to be feared that, here as elsewhere, the masters have yielded to the temptation to push forward a few promising boys at the expense of the remaining mass of the pupils.

"The present Deputy Inspector only joined this district in December, 1882, and he has done the best he could in so short a time, but the primary schools clearly require the most close and unremitting attention on his part.

"Of the free schools 6 are in Mirzapur and 1 was at Chunar, till December last, when owing to want of funds it had to be closed. There was a total number on the rolls of 276 boys, and the average attendance was 222. Only one school teaches a higher standard than the 6th class. They were all examined by the Inspector with the following results:—

Class.	*Present.*	*Passed.*
4th	3	3
5th	4	2
6th	78	44

"*Girls' schools*.—Two new schools were opened during the year, making now 4 in all, of which all but that at Gopiganj seem getting on fairly well. The total number of girls on the rolls was 95, and the average daily attendance 73."

BENARES.—President, Mr. F. W. Porter, C.S. "There are two tahsil schools in this district, *viz.*, Benares and Chandauli. The average monthly attendance in them is 67·40. The Benares tahsil school sent up 10 students this year in the Middle Class Vernacular Examination, of which only 3 passed. The Chandauli tahsil school sent up 3 boys, 1 of whom passed.

"The Inspector, who examined the school at Benares, reports that it has done fairly well.

"About the Chandauli school the Deputy Inspector remarks that Chandauli is a small village mostly inhabited by Baniahs; besides the climate of the place is unhealthy during the rains. It would be an improvement if the school is transferred to Sakuldiha or Ramnagar, the more important towns in the tahsil.

"There are 91 halkabandi schools in this district, the same number as were in the previous year. The number of boys on the rolls under primary instruction and the average daily attendance were 34·76 and 26·30 respectively. Two boys from Tripat halkabandi school and 2 from Rassulpur passed the Middle Class Vernacular Examination during the year under report.

"Most of the teachers of the halkabandi schools are very poorly paid, and measures to remedy the defect are under consideration of the district board's committee.

"The Deputy Inspector reports that the locality of some of the school requires to be altered to ensure better working and success. The attention of the committee will be drawn to the matter.

"The Inspector of Schools examined most of these schools during the year and his reports and suggestions were laid before the district board for consideration

"Thirteen students from the halkabandi schools obtained employment during the year on salaries varying from Rs. 3-8 to Rs. 7 per mensem, the generality being Hindi-knowing men.

"There are 3 Government girls' schools in this district, two in the mofussil and one in the city. The number on the rolls and the average daily attendance were 57 and 42·99 respectively.

"The schools on the whole are getting on satisfactorily.

"There are 7 municipal free schools. They are under the supervision of 4 members of the municipal committee. Pandit Kripal Datt, a special girdawar, is entertained to inspect these schools, to note the daily attandance, and to report to the members concerned the general working of the institutions.

"From the report of the Inspector it appears that all the schools, except Jaitpura and Bhadeyin, are on the whole doing well.

"Owing to the indifference of the parents, and the consequently very small attendance, the school for Europeans and Eurasians was closed during the greater part of the year. But it has been re-established on a better footing since February, 1884. There are now 7 boys on the roll and the Government grant is Rs. 2 per child. Rs. 34 have been paid for the two months of the year 1883-84.

"The school is under the supervision of a managing committee, of which Mr. D. M. Gardner, Civil and Sessions Judge, is the president.

"There is hope now that the school will go on steadily improving.

"*East Indian Railway Upper Primary School at Mogal Sarai.*—This school is under the supervision of Mr. A. Collier, a Railway employee at Mogal Sarai. The Government grant is Rs. 360 per annum. The average monthly attendance is 13.

"The Inspector of Schools examined it on 3rd March, 1884, and was satisfied with the results. The lady in charge of the school is discharging her duties satisfactorily.

"*London Mission High School.*—This institution receives a grant of Rs. 4,800 from Government. The highest number of pupils on the rolls was 487, and the average number was 436. In this institution there are college and school departments, which are doing well under the management of the Revd. Mr. Hewlett. Six boys passed the Entrance Examination and three the Middle Class Vernacular Examination during the year under report.

"The Inspector, who visited the school on 20th March last, was satisfied with its working.

"*Jai Narain's College.*—The grant-in-aid for this institution is Rs. 5,400 per annum. There are 502 boys on the rolls, but the attendance is poor. Two boys passed the Entrance Examination and three the Middle Class Anglo-Vernacular Examination during the year under report.

"The College is under the supervision of the Revd. Mr. Davis, but its working is not so satisfactory as it should be.

Bengali Tola Preparatory School.—This school gets an aid of Rs. 1,392 from Government and a municipal grant of Rs. 400 in addition to it. There are 253 boys on the roll against 265 in the preceding year. Three boys passed the Middle Class Anglo-Vernacular Examination during the year. On the whole the school is doing well.

Chauk School.—"This school is under the management of Babu Munni Lal. There are 92 boys on the rolls. The school is doing very well and the boys are well taught. The Inspector, who examined the school on 8th March, 1884, speaks highly of the mode of imparting education in this school.

"*London Mission Girls' Schools.*—The London Mission Girls' Schools receive a Government grant-in-aid of Rs. 960. They are 9 in number and are all of a primary character. The schools are situated in different parts of the city and its neighbourhood.

"The instructing staff of these schools consists of 5 native teachers and three ladies.

"The instruction is given in Urdu and Hindi in some of the schools, and Hindi only in others; plain and fancy needle-work is also taught. These schools are under the supervision of Mrs. Hewlett and are in good working order.

(1) *Two Church Mission City Girls' Schools* (2). *Church Mission Female Normal School;* (3). *Church Mission Female Industrial School;* (4). *Church Mission Girls' Orphanage School.*—Of the two city girls' schools, one is situated at Sheikh Salem-ka-phatuck, and the other at Chaitganj. The rest of the schools are all located at Sigra. They are under the charge of the Rev. Mr. and Mrs. Treusch, of the Church Missionary Society. The Government grants-in-aid for each school are marginally noted. The girls are well taught in Urdu, Hindi, and English, only in the female industrial school the girls learn sewing, plain and fancy, as also lace-making. The progress in these schools is due to the efficient management of the Revd. Mr. and Mrs. Treusch.

		Rs.
City girls school	...	1,200
Female Normal school	...	2,400
Ditto Industrial school	...	480
Girls' Orphanage school	...	360

"(1) *Church Mission Infant School*; (2) *Church Mission Bazar Schools.*—The average daily attendance is 53 in the infant school and 52 in the two bazar schools. They are under the supervision of the Revd. Mr. Davis and are working fairly well. The Government grants-in-aid are marginally noted.

	Rs.
For Infant school,	300
„ Bazar schools,	72

"*Orderly Bazar school.*—The Government grant-in-aid for this school is Rs. 240. The number of boys on the roll was 120, and the average daily attendance 90. The boys are taught in English, Urdu, and Hindi. In writing and arithmetic they are making sound progress. The school is in charge of the Revd. Mr. Fentiman and appears to be in fair working order. No boys have yet gone up for any of the departmental examinations.

"There are 8 other primary schools under charge of this gentleman in the city, 5 of which receive aid from the municipality.

"Mr. Fentiman reports that the average attendance in these primary schools was very much lower than usual, owing to prevailing sickness in the city during the latter part of the year under report.

"*Scholarships.*—Out of Rs. 480 sanctioned for scholarships only Rs. 319-2, were spent during the year. The scholarships are given to boarders from Benares district reading in the Benares College, and also to those reading in the middle class tahsíl and halkabandi schools.

"*Inspections.*—58 schools were inspected by the Inspector, Department Public Instruction, during the year, and all the schools of the district by the Deputy Inspector. Some of the schools were visited twice or thrice by him during the year.

"Munshi Mahadeo Prasad, Deputy Inspector of Schools, is an energetic officer and deserves credit for the good work done by him during the year.

GHÁZIPUR.—Secretary, Mr. J. S. Gill, C.S. "The number of boys on the rolls is 5,129 against 4,809 in the previous year, and the average daily attendance 4,413 against 4,136. The numbers on the rolls and the average attendance are annually improving.

"The 13 middle schools sent up 44 candidates for the Middle Class Vernacular Examinations, of whom 34 passed, 23 being placed in the 1st division. Last year the Secretary had to chronicle a complete failure in this examination.

The result of the Middle Class Anglo-Vernacular Examination was fair, but not remarkably good: 42 candidates were sent up, of whom 9 passed.

"Of the tahsíli and pargana schools, that of Nauli is the best. It passed all its 5 candidates for the Middle Class Examination. The Inspector was much pleased with this school. Gahmar pargana school, which passed all its 4 candidates, comes next in merit. Bahariabad pargana school maintains its reputation and the number of its scholars has increased. Rootipur tahsíli school passed 2 out of 4 candidates, both in the 1st division. Saidpur tahsíli school passed its 3 candidates, one in each division. Karantadi tahsíli school is steadily improving. The Gházipur tahsíli school continues in an unsatisfactory condition: it has not passed a candidate for the last six years. The middle class halkabandi schools have done fairly well.

"The Inspector was well pleased with the result of his examination of the primary schools.

"Besides the regular inspections made by the Deputy and Sub-Deputy Inspectors, 47 schools were inspected by the district officers and members of the board.

The board express their complete satisfaction with the work done by the Deputy and Sub-Deputy Inspectors during the year, and strongly recommend both officers for promotion.

GORAKHPUR.—Secretary B. Chattradhari Thakur, Deputy Collector.

"There are in this district—

4 tahsíli schools.
2 pargana schools.
9 middle class halkabandi schools.
169 primary halkabandi schools.
5 municipal free schools.
2 girls' schools.
1 unaided anglo-vernacular school at Rudarpur.
1 ditto at Deoria (at present not under the control of the district board).
1 Oriental zila school.
1 Mission aided school with its branches.

"The Divisional Inspector, Pandit Rama Shankar Misra, has been on his annual tour in this district in December and January last; he examined the following number o schools:—

4 tahsíli schools.
2 pargana schools.
9 middle class halkabandi schools.
41 primary halkabandi schools.
4 free schools.
1 Oriental zila school.
1 Mission aided school.

"The 4 tahsíli schools are at Barhalganj, Majhowli, Dhani, and Ramkala. The Inspector found the first three schools in a very good order. Ramkala school was found the worst, and the teachers have been warned to be more careful and to take pains to show better results in the next year.

"Barhalganj sent 7 boys, Majhowli 3, Dhani 1, and Ramkala 2, to appear in the Middle Class Examination held at Gorakhpur in December last. Of the 13 boys, 8 passed (2 in the 1st division and 6 in the 2nd division). Of the 8 boys, 6 are of Barhalganj and 2 are of Majhowli. Barhalganj stands the 1st on the district list. Shaikh Chamman was the head teacher; he has now been appointed as a patwári teacher on a salary of Rs. 30; he deserved promotion; there was no chance of his promotion in this department for the present, and he has therefore accepted it. I am sorry to lose him.

"The two pargana schools are at Piprauli and Lar. The Inspector was satisfied with the Piprauli school, but not with the Lar school. Last year the school at Lar was found very bad, and the teacher was punished. This years it has improved much. It sent 3 boys to appear in the Middle Class Examination and all 3 passed. Piprauli sent 3, of whom 2 passed.

"The 9 middle class halkabandi schools are at Gola, Poli, Chowaria, Hardia, Gagaha, Minwa, Bansgaon, Gajpur, and Gopalpur. On reading the Inspector's report on the examination of these schools, I find he was satisfied with all but the school at Gajpur and with the 2nd class of the school at Pali. These 9 schools sent 23 boys to appear in the Middle Class Examination :—

Gola	...	4,	passed 3	in the 1st division.
Pali	...	4	„ 3	„ 2nd „
Hardia	...	3	„ 2	(1 in the 1st and 1 in the 2nd division).
Gagaha	...	2	„ 2	in the 2nd division.
Bansgaon	...	2	„ 1	„ 3rd „
Chowaria	...	2	„ 2	(1 in the 1st and 1 in the 2nd division).
Minwa	...	4	„ 1	in the 2nd division.
Gajpur	...	1	„ 1	„ „ „
Gopalpur	...	1	failed.	

"The zila school sent 9 boys, of whom 4 passed, 1 in the 2nd and 3 in the 3rd division.

"The Inspector examined 41 primary halkabandi schools out of a number of 169; he writes—'The results of the Upper and Lower Primary Examinations have been tolerably fair, but it might have been better.' The statement which he has sent giving the number of the boys examined and the number passed shows the Barhaj school to be the worst: 13 boys were examined and only 1 passed. In 36 schools 50 and more than 50 per cent. of the boys passed.

"There are 2 girls' schools at Gola and Barhalganj in the Bansgaon tahsíli. No district officer has had opportunity to examine them this year, and the Inspector also did not visit them; but the Deputy Inspector and the Sub-Deputy Inspector, who have examined the girls, speak very highly of the one at Gola. The total number of girls in the 2 schools on the roll was 52, with an average attendance of 44·5. This is a very good attendance.

"There were 4 municipal free schools at the close of 1882-83; 3 have done well, one new school has lately been added.

"In the Middle Class Examination 35 boys have passed this year; names of 33 appeared in the *Gazette;* 2 names, for whom certificates have since been received, were omitted. This district stands 2nd on the list in the North-Western Provinces and Oudh, and 1st in the Benares Division. The result of the Inspector' and Middle Class Examinations would have been, I think, far better if we had the strength of the supervising establishment (in a large district like Gorakhpur, which is in area equal to two districts) sufficient. I remarked on the weakness of the supervising establishment in the two last years' reports, and Pandit Rama Shankar Misra, Inspector, in his report No. 40, dated 3rd April, 1884, is of the same opinion. There are at present one Deputy Inspector and one Sub-Deputy Inspector, both of whom, I am glad to say, have done their duty very well. Of course they could not inspect all the schools (which are in number 192, scattered over the large area of the district twice a year; however, they have examined some twice. I think there will be sufficient savings from the budget of the current year, and I think the board have authority to appoint one and to pay him from the savings of the current year's budget. An additional Sub-Deputy Inspector is urgently needed, and I beg the president will take this matter into early consideration. I wish the appointment of an additional Sub-Deputy Inspector at once. The work will be divided; three tahsils will be allotted to each Sub-Deputy Inspector, and I believe each can conveniently examine all the schools thrice a year, if not four times.

"I have been for nearly a month out in camp and examined the schools which I found on my way to all the tahsils, and the result was good, except of the examination of the boys of the Hatta school. The school at Hatimpur was found closed: no one gave me any correct information as to the date since when the school was closed. From this I conclude that several teachers go home without leave because they are certain and sure that their absence will not be brought to light.

"The classical languages, Arabic, Sanscrit, and Persian, are taught in the zila school from more than 11 years, and yet no boy has ever appeared in the Pánjab University standard examination in Arabic. The present head-master is in the zila school since 1879; he writes that last year he was on leave for a year and in his absence the school has much suffered. But may I ask, did it show any good result

in the years previous to the last? Never; but on the contrary in the year under report 2 boys were sent from the Sanscrit class to Benares to appear in the departmental examination, one of whom has passed, and one boy, a Hindu, from the Persian class, went to the Panjab University Examination held at Lucknow, and he has passed.

"This zila school has always been found on examination bad, and, as far as I see, there will be no improvement at all The classical departments are worse than private 'muktabs' and 'pathshalas,' and in the Arabic department no boys of the city Rais attend; for some time some boys did attend the school, but when their parents found no improvement they withdrew them. I do not say that the Arabic teacher is not a good teacher; he is, I have learnt, a good Arabic scholar, but he does not know how to teach the boys or how to manage his subordinates; he is advanced in age, will be about 60 years old.

"On the 18th instant I went to the school and found the attendance register not filled in for three days. In the tahsili 1st class I found 18 boys entered in the roll, 12 present. I found 2 more boys attending the class since 1st April, but their names are not entered in the register. I examined the 14 boys in decimal fractions and found 6 successful. There were 5 boys entered on the roll in the 2nd Arabic class, of whom only 2 were present.

"The head-master writes that the people of the city are desirous to have English departments added to the school, and in which case, he adds, the school will be greatly improved. No doubt the people are desirous to have a Government school; they reluctantly send their children to the Mission school. I have heard several persons saying that to send boys of tender age to the Mission school is to turn their minds in the beginning from their own religion, but, because there is no Government English school, they cannot help to do so.

"The Inspector of the Division, the Deputy Inspector, and the Sub-Deputy Inspector have also examined this school and they hold bad opinions and say that the school will never Improve. The inspector writes that private institutions are better than this school. Two more teachers have been added to the school and teach the tahsili course.

"I beg to suggest that the teaching of the classical languages may be abolished, and the present cost of Rs. 100 may be devoted to English tuition up to middle class standard.

"There is an anglo-vernacular school at Deoria; it was established about three years ago by private subscription, and it is well attended. I inspected this school and found it in a flourishing state. The Collector (our president), the Inspector of the Division, the Deputy Inspector, and the Sub-Deputy Inspector also examined the boys, and they passed very good remarks. The school requires an aid to make it permanent and to place it on a better footing; the matter will be laid before the committee.

"The head-master of the Oriental zila school told me that he received test question papers from Benares to examine boys of the Arabic and Persian classes; he said that the results are good. I here remark that the head-master should have asked me or some other member to see the test examination."

Mr. J. Kennedy, the Collector and President of the board, adds:—

"The report is drawn up by Babu Chattardhari Thakur, Deputy Collector, who has been in charge of the department throughout the year. He has given full accounts of the individual schools, but has nowhere summed up the statistics, and I shall therefore give these briefly.

"The following comparative table shows the most important facts connected with education for the last two years:—

Description of schools.	Number of schools.		Number of boys on rolls.		Average attendance.		Number passed Middle Class Examination.	
	1882-83.	1883-84	1882-83.	1883-84.	1882-83.	1883-84.	1882-83.	1883-84.
Tahsili schools ...	5	4	350	322	291·52	257·91	3	8
Pargana do. ...	2	2	127	140	102·10	115·81	1	5
Middle halkabandi do. ...	9	9	781	791	581·70	604 08	3	15
Primary do. ...	169	169	6,397	6,570	5,003 92	5,148 92	...	...
Municipal free do. ...	4	5	180	186	150·12	162 21	...	...
Oriental zila high do. ...	1	1	152	184	119·64	116 34	...	4
Girls' schools ...	2	2	54	52	38·68	44·5	...	...
Total ...	192	192	8,041	8,245	6,287·68	6451·77	7	32
Unaided anglo-vernacular school at Rudarpur.	1	1	21	19	18 41	13·5	...	...
Unaided at Deoria (at present not under the control of the district board).	1	1	45	50	43·	46·2	...	...
Mission aided schools with branches.	11	11	869	915	696·	707	3	14
Total ...	13	13	935	984	757·41	766·70	3	14
GRAND TOTAL ...	205	205	8,976	9,229	7,045·09	7,218·47	10	46

"The total number of schools is unchanged, but there have been some changes in detail. A municipal free school, which had been temporarily closed, was re-opened, a new halkabandi school was started at Hatta, and two halkabandi schools were transferred from one locality to another. On the other hand an aided halkabandi school at Gularia was closed and the Hatta tahsíli school was transferred to Gorakhpur. This tahsíli school ought to have been shown in the returns under its own proper head, but it has been treated as an adjunct of the Oriental zila school. The returns have already been submitted to the Inspector, and I have not thought it necessary to recast them, but in future this school will be separately shown in its proper place.

"The numbers on the roll and the average attendance have improved somewhat, and the result of the examinations is much better than last year. The registers of attendance are on the whole, I think, fairly trustworthy, and the number of boys who have passed is creditable to the teachers and the inspecting staff.

"About one boy in every four of a school-going age in the city of Gorakhpur is at school, and about one boy out of 28 is at school in the country. Bansgaon, Deoria, and the Sadar tahsíl are much before the others in the character of their schools and the number of pupils, while Hatta, Padraona, and Maharajganj (specially the last tahsíl) are, as might be expected, very backward in educational matters.

"To take the schools under the local committee seriatim, I find that out of the 6 tahsíli and pargana schools, 4 are good and only Dhani and Ramkala are bad, although even these show an improvement on last year. There are 178 halkabandi schools, 9 of them being middle class schools and 169 primary schools.

"The middle class halkabandi schools are all doing well, and 64 of the primary halkabandi schools are classed as efficient. Of the 5 municipal schools 4 are good. There are only two girls' schools under the committee, both of them in the Bansgaon tahsíl. Female education in the town of Gorakhpur is carried on by the Church Mission and is not under the committee.

"The Oriental zila school has always been a failure. There are two reasons for this—

"(*a*)—Three of the six masters teach Arabic, Persian, and Sanscrit. These three teachers are well paid, but they have scarcely any pupils. The great mass of the boys are taught by the remaining three teachers, and it is quite impossible for them to give a thorough vernacular education to such a large number of boys. The pupils commence to study the classical languages before they have any sort of real training in their own.

"(*b*).—The boys who are learning Arabic and Sanscrit, &c., are in various degrees of proficiency and were formerly of very various ages. This was remedied some months ago by removing all above a certain age from the list and by drawing up a classified scheme of study. So far there was an improvement, but the real fault of the school, the failure to impart a tolerable elementary education, still remained; and the Hatta tahsíli school which had been repeatedly condemned, was transferred to Gorakhpur to aid the zila school, and now takes off a number of the pupils.

"The Church Mission boys' schools are the only aided schools under the committee's supervision. The high school has done very well, having passed 5 at the Entrance Examination of the Calcutta University. It also passed 3 in the Middle Class Examination.

"There are two unaided schools—one under the committee, the other regularly inspected by the Educational Department. The anglo-vernacular school at Deoria was started by the tahsildar and the former munsif of Deoria. It promises well and will be recommended for a grant-in-aid. The anglo-vernacular school at Rudarpur is supported by the Ruddarpur Sahibzada, but is not flourishing.

"Two new halkabandi schools were built by the committee and two more are being built. The total number of halkabandi schools in private houses is now only 62.

"The Deputy Inspector and Sub-Deputy Inspector have both visited every school during the course of the year, and a number of them have been visited several times. A few have also been examined by the district staff.

"Babu Chattardhari Thakur has written at length on the necessity for a 2nd Sub-Deputy Inspector and regarding the establishment of an English zila school. I agree with Babu Chattardhari Thakur in thinking that a 2nd Sub-Deputy Inspector ought to be appointed, and a proposal to that effect will be laid before the new district board. I am much more doubtful as to the establishment of an English zila school. A number of the residents of Gorakhpur have spoken to me on the subject and appear to desire it; but the former English high school was a failure, and I am not yet convinced that the Church Mission High School is insufficient for the wants of the place. I should myself prefer to turn the present zila school into an ordinary tahsíli school with a large staff of teachers and with special aided classes for Arabic and Sanscrit. No definite proposal, however, on the subject has yet been discussed by the committee.

"The general result of the year's working is creditable to Munshi Janki Parshad, Deputy Inspector, and the teaching staff. Babu Chattardhari Thakur has also shown interest and taken pains in the matter."

BASTI.—Secretary, Babu Chet Ram, Deputy Collector. "The following statement will show the number of schools of every description and the number of boys attending them, with increase and decrease against last year, under the management of the district board which was formed under the local self-government scheme :—

Class of schools.	No of schools on March 31st.		No. of students on March 31st.		Decrease and increase in 1884.		Remarks.
	1883.	1884.	1883.	1884.	No. of schools.	No of students.	
English aided school, middle class A.	1	1	107	159	...	+52	Increase.
Vernacular Government schools, middle class B.	11	11	75	129	...	+54	
Vernacular primary schools.	135	134	5,427	5,351	−1	−76	
Ditto, girls' schools...	3	4	93	105	+1	+12	
Total .	150	150	5,702	5,744	...	+42	

"From the above statement it will be seen that in the aided English middle class school A increase of students by 52 is very creditable. In the middle class schools B the number of boys increased to 54 is also satisfactory. In primary schools a slight decrease in the number of boys, *i.e.*, 76, is very trifling. There was every hope of increase but for the prevalence of small-pox throughout the district, and consequently one of our primary schools suffered a great deal in attendance of the boys. In primary girls' schools one school is added to the number which is supported by the halkabandi fund.

"Aided middle class school A belongs to the Church Mission Society, Gorakhpur. It is gratifying to remark that the school has shown much improvement in every branch. This school teaches up to the middle class course in English and vernacular. The result of the examination during the year under review reflects great credit upon the management of the institution. One passed successfully in Middle Class Anglo-Vernacular Examination, and 5 boys were sent up for Middle Class Vernacular Examination and all passed in the 1st division. One of them (Rafi-ud-dín) got the 5th place in North-Western Provinces, and obtained a Government scholarship to continue further study in some higher institution. This year, at the time of tour of inspection of the Divisional Inspector, the school was closed : hence he could not examine it. But the Revd. Mr. Stern frequently visited the school, and he remarks—'On the 23rd February, 1884, found 136 boys present out of 156 on the rolls. The school has made a good start this year and promises well for the future.'

"It is the general desire of the people here that this school be raised to the standard of a high school, having an Entrance class, and local contributions will give material help to the institution and enable the superintendent, Revd. Mr. Stern, to apply for the increase of grant-in-aid to entertain a better staff of teachers. The present head-master, Babu Hari Mohan Banerji, is an experienced, popular, and competent man. There is every hope that the institution will thrive well under him.

"I append below a comparative table showing the work of the schools preparing boys for Middle Class Vernacular Examination :—

Year.	Number of schools.	Number of scholars	Average number of boys per school.	Average daily attendance.	Percentage of attendance.	Number of boys examined.	Number of boys passed	Percentage of boys passed.	Remarks.
1882-83 ...	11	75	6·81	50·41	67·21	23	3	13·04	
1883-84 ...	11	129	11·72	85·63	66·37	29	20	68·96	

"The above comparative table will show satisfactory working of these important schools. The result of the Middle Class Vernacular Examination is shown separately in the following statement, school by school :—

Number.	Names of schools.	Number of boys sent up.	Passed.				Remarks.
			1st grade.	2nd grade.	3rd grade.	Total.	
1	Basti tahsili school	3	3	...	...	3	
2	Bansi ditto	5	1	2	...	3	
3	Minhdawal ditto	4	3	...	...	3	
4	Bhanpur ditto	2	1	1	...	2	
5	Haraiya ditto	4	...	1	...	1	
6	Hainsar halkabandi middle school,	3	3	...	...	3	
7	Bakhira ditto ...	1	1	...	...	1	
8	Rudhauli ditto ...	2	...	2	...	2	
9	Tighra ditto ...	3	1	1	...	2	
10	Kakua ditto ...	2	...	...	...	...	
11	Maghar ditto ...	...	...	...	...	...	Did not send any boy.
		29	13	7	...	20	

"It will show that the result of Middle Class School Examination on the whole is very creditable and encouraging.

"Kakua failed entirely this year, but passed one student last year. Maghar school passed 2 students last year; this year there was no 1st class in it.

"All these schools, with the exception of Hainsar Bazar, were examined by the Divisional Inspector. Abstracts from his remarks are given below :—

"1. *Basti Tahsili School.*—This school on the whole satisfied me.

"2. *Bansi Tahsili School.* "The classes have done very creditably. Teachers deserve consideration."

"3. *Minhdawal Tahsili School.*—The school no doubt has improved since last year and the teachers deserve credit.

"4. *Bhanpur Tahsili School.*—2nd class failed entirely; 3 boys of the 3rd class did well in dictation and arithmetic. The lower classes have done very creditably. Assistant teacher is recommended for reward and the head-master for punishment.

"5. *Harraiya Tahsili School.*—The school has entirely satisfied me.

"6. *Hainsar Halkabandi Middle School.*—It is one of the best middle class schools, but the Inspector did not examine it.

"7. *Bakhira Halkabandi Middle School.*—The 2nd, 3rd, 4th, and 5th classes have all done very fairly."

"8 *Rudhauli Halkabandi Middle School.*—The boys of the classes have done very satisfactorily and the teacher deserves consideration."

"9 *Tighra Halkabandi Middle School.*—It is doing well.

"10. *Kakua Halkabandi Middle School.*—School did not give satisfaction.

"11. *Maghar Halkabandi Middle School.*—The boys from the 2nd to the 5th class passed a very good examination. Present teacher is doing his work very fairly.

"The Inspector remarks that the Basti district stands 3rd in rank in this division.

"*Primary schools.*—Under this head come 134 schools, they are detailed on margin.

Primary halkabandi schools ...	123
Primary portions of the middle schools...	11

"They may be divided into—

I. Upper primary with all classes complete to 3rd class—35 schools.

II. Intermediate upper primary with the 4th as the highest class—60 schools.

III. Lower primary with the fifth as the high class—28 schools.

The following table shows the working of these schools during the year under report compared with the preceding year :—

Year.	No of schools.	No. of scholars.			Average daily attendance.	Average daily attendance percentage.	Boys passed in upper primary examination	Boys passed in lower primary examination.	Remarks.
		Upper primary	Lower primary.	Total.					
1882 83 .	135	664	4,763	5,427	4 672·21	86·09	94	310	
1883-84...	134	813	4,538	5,351	4,484·43	83·85	127	423	

"Out of these the divisional Inspector examined 69 schools in his tour of inspection during the cold weather, and he found 33 schools good, 15 fair, 8 tolerable, 5 declining, and 8 bad.

"The result of his examination is very encouraging. He has expressed his general satisfaction with the progress made in these elementary schools. Last year Inspector examined 10 upper primary schools with all classes complete up to 3rd, and 19 intermediate upper primary schools with the 4th as the highest class. This year he examined 18 schools of the former and 36 of the latter description. There is every probabililty that during the next year, out of 60 schools of intermediate upper class, most of them, if not all, will have the 3rd class.

"There are 4 girls' schools, one of them maintained by the halkabandi fund. Two of these are in the Basti bazar and town, one at Minhdawal, and one at Bansi. At the time of the Inspector's examination the Minhdawal one was closed on account of small-pox: Bansi girls' school was examined by the Inspector. He remarks: 'Examined this school in dictation, arithmetic, and reading, and was satisfied with the manner in which the school is conducted.' The number of children in the school register is 31; 21 were present to day. I wish success to this school and improvement may be expected under the present management. The Raja of Bansi placed Rs. 5 at the disposal of the Inspector to give as reward to the girls, which he distributed.

It is reported that the Basti girls' schools are getting on tolerably, but the Minhdawal one is in a very bad state.

"Female education is very backward in this district. The people have no taste for it.

"*Unaided Primary English School at Bansi.*—Since the Government grant-in-aid has been stopped the English master's services have been retained by the Rája of Bansi. This school is going on fairly: 43 boys read English. The Inspector remarks—'On the whole I am of opinion that the school is not going back.'

"*Indigenous schools.*—We have no statistical account of these schools, and hence no remark can be given.

"Rs. 660 are allotted for scholarships. There are two grades of scholarships: Rs. 4 are given to those who read in the Benares College, and Rs. 2 to those who prepare for Middle Class Vernacular Examination.

"There are 64 Government buildings; out of them 54 schools have been repaired this year under the management and supervision of the tahsildars of the district, and Rs. 883 spent in the above repair; 14 houses are rented and the rest are taken on loan from the zamindars.

"The inspecting staff in this district are Deputy Inspector and Sub-Deputy Inspector.

"The following table will show the miles travelled, days remained out, and number of schools visited by them:—

Name of officer.	Miles travelled.	Days travelled.	Number of schools visited.	Remarks.
Deputy Inspector	1,222	156	179	
Sub-Deputy Inspector	1,826	220	225	

"Besides these regular inspection was very seldom made in this district. My predecessor and myself, having charge of the treasury, could not go out and inspect the schools *in situ*. The president visited 8 schools in his cold-weather tour. It is a matter of great regret to state that none of the members—I mean native—take the least interest in the welfare of these schools. However, the schools have shown better results than last year."

BALLIA.—President, Mr. D. Roberts, C.S.—"The duties of Secretary devolved upon me, as there is no other member of the district board acquainted with English. The arrangement is not a good one, for, although much interested in the subject, I can find but little time to attend to the minute details of school management: and the progress that is being made in this district renders it necessary that the efforts made by the departmental officers should be promptly and efficiently supported.

"*Ballia Anglo-Vernacular School.*—The progress that continues to be made by this school is surprising and almost embarrassing, for the school has again outstripped the accommodation provided for the scholars. The subjoined comparative statement shows the condition of the school during the past four years, *i.e.*, since Ballia was constituted a district:—

Year.	Average number on the roll.	Average daily attendance.	Number passed in Middle Class Anglo-Vernacular Examination.	Number passed in Upper Primary Examination.	Number passed in Lower Primary Examination.	Fees realised.
1880-81	158	127	3	9	12	255
1881-82	185	133	...	5	7	479
1882-83	196	149	6	14	22	593
1883-84	288	228	4	27	27	941

The year closed with 332 boys on the roll, being an increase of 99 on the year preceding.

"The results of the annual examinations are very good: 4 boys out of 7 entered passed the Anglo-Vernacular Middle Class Examination, and although this is not so brilliant a success as in the year preceding, it will compare favourably with that of any other school in this division. Twenty-seven boys passed the Upper Primary and the same number the Lower Primary Examinations, in each case a substantial increase on preceding years.

"You will not fail to observe that the increase in numbers has been accompanied by a more than proportional increase in the amount of tuition fees. The total realised this year is Rs. 941, being at the rate of Rs 3-4-0 on the average number on the roll. Last year it was Rs. 593, being at the rate of Rs. 3 only.

The increase is great in the upper classes as well as the lower. The higher and middle classes contained 107 pupils on the 31st March as against 64 last year.

" It had thus become necessary to augment the teaching staff and provide more funds, and this has been done with effect from the beginning of the current year. The municipality has doubled its subscription, raising it from Rs. 20 to Rs. 40 per mensem. The Government grant-in-aid on application through you has been raised from Rs. 125 to Rs. 200, and by this means and with help from the fee income, now over Rs. 75 per mensem, the head-master has received a well-earned increase of pay from Rs 60 to Rs. 80, a second master (a B. A.) has been appointed on Rs. 50 per month, and the teachers of lower grade have been increased in number. With this increase of staff the standard of the school has also been raised, with the approval of the Divisional Inspector, and an Entrance class started.

" But now a very serious difficulty about accommodation has to be dealt with; with the help of a small building grant of Rs. 1,000 from Government the original school building was doubled in size in 1882, and it now contains 2 rooms, 30×18, 2 rooms 18×18, and 2 rooms 18×14. It is impossible to pack 332 boys into these rooms and teach them properly: they overflow into the verandahs and even then the rooms are overcrowded. The local resources are exhausted; out of them we provided a boarding-house last year at an expense of Rs. 1,133, and this year over Rs. 800 are being spent in providing additional boarding-house accommodation. The present school building will not admit of further enlargement. An additional building on a site adjacent to the old one is the best way out of the difficulty, and this can only be provided with the aid of a building grant from Government.

" I have devoted a large space of this report to the English school, because it is in some respects the unique educational feature of the district. Ballia is only a small town. The population within municipal limits is 15,320, but the town proper contains only about 9,000, and the rest is made up of adjacent villages. That so small a town should send 332 boys to the English school shows an increasing appetite for English instruction which it is interesting to notice.

" I am glad to be able to report that the vernacular schools of the district are very fairly efficient and show very good progress. There is an increase of 329 boys on the register, and I have reason to believe that the increase is genuine and that the registers are correctly kept and frequently checked. In fact, the number of boys in attendance at the schools is very considerably over the number shown on the register, as is explained in the following passage from the Deputy Inspector's report:—' In order to ensure the correctness and accuracy of registers and a large attendance, I have opened extra lowest classes in all the well-attended schools for those wishing to be admitted as regular students. These boys are required to pass a certain term of probation, during which they learn the alphabet and ordinary arithmetical tables, their names being entered in the school registers after they have proved their fitness by their attention to reading and writing and regularity of attendance. More or less such candidates will be found in almost every school in the district. During my visit to several schools I found about 60 boys present in the school hall, though the number on the roll was only 32 or so. The figures given in the annexed statements are according to registers. If the number of boys attending all the schools be calculated, inclusive of the probationary pupils, the total would be increased by a half, if not doubled.'

" If the Deputy Inspector's estimate of the number of probationers is correct, he has been unduly stringent in keeping them all off the register. Still the general idea of not admitting boys to the regular classes till some assurance has been obtained that they mean to attend regularly, and of discouraging bogus entries in the registers to show a large attendance when the increase is due to a mere temporary inflation of the lower classes, is approved by the district board. During the current year there should be a large increase in the registered attendance from the addition to the rolls of probationers admitted to the class lists.

" The number of middle class schools is 6, the same as last year; but there are now two more schools that might be raised to the standard. The fiasco of last year's Middle Class Examination, when only 2 boys passed out of 24 entered, has been redeemed by the success of this year, when out of the same number entered 16 passed, or 66·6 per cent.

" The number of primary schools is the same as last year, *i.e.*,78, and 30 of them have classes complete from the 3rd to the 7th, 37 from the 4th class and remainder from the 5th class only.

" Although, having regard to the large population of the district, there is room for a considerable increase in the number of schools, and it is very desirable to increase them, yet a more pressing matter is the improvement of the position of the present teachers and the provision of assistants for the larger schools. There are 9 primary schools with an attendance of over 60 boys, and in each of these an assistant teacher is very necessary. The pay of many of the teachers should be increased considerably. There is also great need of money for the purpose of providing school accommodation and adding to that which already exists. Thirty-six schools are located

in Government buildings and 6 new school-houses were built during the year; 16 schools are in rented houses and 33 in houses lent by the zamindars.

"At the beginning of the year under report an Assistant Deputy Inspector was appointed and this has enabled the inspection of schools to be more frequent and thorough and has very much conduced to their efficiency. The Deputy Inspector made 244, and the Sub-Deputy Inspector 351, visits during this year. I inspected 9 schools when on tour and was in general very well satisfied with their condition. Thirteen schools were visited by my Deputy Collectors.

"The Inspector of Schools, Benares Division, Pandit Rama Shankar Misra, inspected 48 schools, including the aided anglo-vernacular school, and all the tahsíli and pargana schools. He furnished the board with full reports of his inspections and with a general review. His remarks and suggestions have received due attention. He says: 'There is no doubt the district on the whole is doing very fairly. Most of the schools have shown progress, some are stationary and a few have fallen back. Teachers have worked well.' He found geography the point on which the schools were weakest. The remarks of the Deputy Inspector on this point are worthy of notice:—'The revision of school text-books is under the consideration of the higher authorities, and I expect that *Jagrafia Gaiti* or *Jagat Vernan*, the text-book of geography used in our schools, will ere long make room for a better treatise. In my humble opinion, instead of teaching geography of the whole world, it would be more proper and suitable to the circumstances of the village boys to teach them only the geography of the country. They find it very difficult to commit to memory the hard foreign proper names, and acquire not the least idea of these remote countries.'

I so far agree with these remarks that I think for countries beyond India, a general idea of the geography of the world and of the relative position of the continents and chief countries is all that should be taught. Certainly not so much as this is *learnt* at present.

"The new stringency which has been given to the Government orders requiring an educational qualification for the public service has forced upon the attention of candidates the necessity of complying with this test. Rai Bihari Lal, Deputy Collector, with much public spirit has come to their assistance, and he started a middle class training school in February last for adults and probationers in the Government service. At present it is largely supported at his private expense, but he hopes to make it self-supporting in time.

"A circumstance that has much struck me this year is the absence of any general proficiency among adults in the Nagri character. Outside the circle of Government offices and professions connected with them, Urdu is not used in this district at all. The Kaithi character is universal. But the Nagri character is familiar to all who use Kaithi, and our schools have been giving instruction in it for a long series of years.

"It was in view of considerations like those that, as settlement officer, I determined to have the new records faired out in Nagri instead of Urdu. But to my great surprise I find the district (which is crowded with Kayasths) cannot supply a sufficient number of writers able to write a decent Nagri hand, and I have been obliged to bring in men from distant districts. And of those who can write, few can spell correctly and uniformly, although one of the chief excellencies of the Nagri alphabet is its phonetic character.

"The district board is not yet reconstituted on the new lines and consists of the old members. Few of the native members take any interest in educational matters, but in the matter of providing school accommodation two of them rendered efficient assistance: Babu Bishesar Kunwar superintended the rebuilding of a portion of Sahatwar tahsíl school, and Babu Harcharan Sinha gave one of his houses up to accommodate the village school at Phipna.

"The district board continues to be highly satisfied with Deputy Inspector Balkrishan Lal and desires again to place on record their cordial appreciation of his services. He has furnished the board this year with a very full and suggestive report. His Sub-Deputy Inspector, Gajadhar Prasad, has also worked well.

"The head-master of the English school, as the remarks about it in this report show, has been very successful and his work deserves recognition."

The Commissioner adds:—"The progress made in the anglo-vernacular school is remarkable, and Commissioner trusts that a grant may be made for the enlargement of the school-house. Mr. Roberts deserves great credit for the interest he takes in educational matters, notwithstanding the onerous duties devolving on him as district officer and settlement officer without any European assistant."

JHÂNSI DIVISION.

JHÂNSI.—Secretary, Mr. J. R. Broun, C.S.—"The 6 tahsíli schools (Mau, Ranipur, Moth, Bhander, Barwa Sagar, and Gursarai) have a staff of 2 head masters at Rs. 15 per mensem, master at Rs. 10, 2 Persian teachers at Rs. 10, and 6 Assistants at Rs. 8 each. The total number of boys on the rolls was 424, against 397 of last year. Of these 18 only are receiving education by the middle class standard, against 13 of the

last year. Eleven boys went up for the Middle Class Vernacular Examination, of whom only 5 passed the examination, while none passed during the preceding year, showing a somewhat more satisfactory result.

" The teachers of the 46 halkabandi schools are thus classified: 2 at Rs. 10, 6 at Rs. 8, 14 at Rs. 7, 13 at Rs. 6, 10 at Rs. 5 (1 at Rs. 8 paid by the Katehra estate), 2 assistants at Rs. 6, and 6 at Rs. 4.

" The total number of scholars on the rolls was 1,328, against 1,374; 43 of these (including tahsíl and pargana and halkabandi school boys, &c.,) were passed by the Inspector at the Upper Primary Examination and 580 at the Lower Primary.

" Three teachers were dismissed during the year for absence without leave, 3 were fined for the same fault, 4 teachers resigned voluntarily and their places were filled by new men. The pay of 15 teachers was increased for good work, 4 were reduced pending improvement, 3 were fined for bad work, 13 received rewards for good work.

" One school was abolished owing to the inhabitants not patronizing it; one new school was opened at Moth.

" The two municipal free schools at Mau and Ranipur are under the control of the municipality. The number of boys taught in these was 41 as against 43 last year.

" The subscription school at Gursarai has 24 boys as against 20 last year.

" There are three unaided primary schools; the total number of boys on the rolls are 68, against 70 last year.

" The total number of scholars in all the 58 schools was thus 1,885, against 1,905 last year.

" There were altogether 9 scholarship-holders at Rs. 2 a month each.

" All necessary repairs were executed. The 6 tahsíli schools and 39 of the halkabandi schools are Government buildings. The original allotment was Rs. 1,300; Rs. 132-6-6 were however added by transfer from the Public Works Department for repair of tahsíli, &c., school buildings, all of which were expended.

" The committee are satisfied with the manner in which their Deputy Inspector, Pandit Pindi Shankar, and his Sub-Deputy Inspector, Khwaja Ahmad, have performed their duties.

" The Sub-Deputy Inspector officiated for one month for the Deputy Inspector while the latter was on privilege leave.

" Some 25 inspections of schools were made by the district officers while on tour, and 2 by the Inspector and Principal of Raj Kuar College, Nowgong.

" The decrease of 20 in the number of scholars this year as compared with the increase of 200 last year is not altogether satisfactory. Otherwise the results attained are satisfactory. Five boys passed the Middle Class Vernacular Examination this year. Last year the same number went up and none passed. More boys also passed the Upper Primary Exmination. We may conclude from these facts that, though the number of scholars taught is smaller, better progress has been made during the year under report."

JALAUN.—President, Mr. P. White, Deputy Commissioner. " *Middle Class Schools.*—Under this head there are (upper 1 and 2 classes) 11 schools, 2 English and 9 vernacular. Of the English schools one is at Kunch and the other at Orai. The former is entirely paid by the Kunch Municipality, and the latter is maintained partly by private subscription and partly by contributions from halkabandi and municipal funds. Of the 9 vernacular, 5 are tahsíli and 4 middle halkabandi schools.

" As pointed out in the report of last year, the anglo-vernacular school at Kunch has not been much of a success. The attendance of the school has fallen off from 50 to 44 on roll on 31st March. No boy has passed the Middle Class Examination since the school started. The English school at Orai was established in 1882. The sum of Rs. 240 has been given from the halkabandi fund towards its maintenance. Local subscriptions in aid of it amount to Rs. 411 per annum. The average daily attendance of this institution is 45, and the opening of this school has fairly proved that higher education is a real want in Orai and removal of the zila school from Kalpi to Orai has become desirable.

" The average daily attendance of the vernacular middle schools shows a satisfactory increase. This year 18 boys went up for the Middle Class Vernacular Examination, of whom 8 passed, as per detail in margin: 5 in the 1st division and 3 in the 2nd.

*Orai ...	... 3
Jalaun ...	... 4
Sahao ...	... 1

" *Tahsíli Schools.*—Of the five tahsíli schools, Jalaun is the best. Orai and Kalpi come next, but Orai is, I think the better of the two. Although the average attendance of Kalpi is more than that of Orai owing to the larger size of the place, yet no boy passed this year from the Kalpi school in the Middle Class Vernacular Examination.

" Madhogarh and Kunch are unsatisfactory schools, but the English school at Kunch attracts most of the boys of the tahsíli school. Madhogarh is a small town and so the attendance is low.

" There are four halkabandi middle schools: of these Kuthaund is the best, and one boy passed the Middle Class Vernacular Examination this year from the Sahao school.

"*Primary schools.*—There are 79 schools of this kind in this district. The statement below shows the progress of these schools as compared with 1882-83 :—

	Total number on roll.	Average daily attendance.	Passed upper primary 3rd and 4th class before Inspector.	Passed lower primary 4th and 5th class before Inspector.
1883-84	2,365,	1862 17	72	144
1882-83	2,263,	1820·71	47	122

"The average attendance as well as the number of boys passed before the Inspector shows an increase as compared with last year. The above results prove that the work of teachers generally is satisfactory.

"Some 19 boys have been provided with scholarships at a cost of Rs. 466-9. Four of them have been reading at the zila school, Kalpi, the remaining in the tahsili and halkabandi middle schools of the district.

"*Girls' school.*—There is one girls' school in the district at Sirsa Kalar. The number of scholars in the register is 20 and the average daily attendance is 14. The falling off in attendance and educational status is owing to a number of girls advanced in age and education leaving the school for their homes. The present pupils are mere beginners.

"*Private unaided schools.*—There are four under regular inspection, showing an average daily attendance of 85.

"The attendance is similar to that of last year. Shekhpur and Jagammanpur are better than the other two. In the former two boys have passed the Upper Primary Examination and 7 the Lower Primary Examination.

"There is nothing to be added to the full general remarks made in last year's report. The district board still strongly hope that a sensible alteration will soon be made in the standard and the course of instruction appertaining to primary schools. Time, labour, and money are thrown away at present in teaching the unsuitable and pedantic text-books prescribed. The tuition must be considerably simplified, leavened with common sense, and adapted to the needs of the daily life of the agricultural community at manhood's estate, before any substantial good can come of it."

LALITPUR.—President, Lieutenant-Colonel John Liston, Deputy Commissioner. "There are in this district 27 schools of the following three classes :—I., Middle ; II., Upper primary, and III., Lower primary classes.

"The schools wholly supported by Provincial revenues are—

I. Government zila school at Lalitpur 4
II. Town schools at Talbahat and Mahroni 2

"Twenty-two schools are paid from the halkabandi funds, of which 6 are aided and 16 purely halkabandi schools.

"The two municipal free schools of boys and girls are not under the management and financial control of the district board. They are under the municipal committee and cannot be dealt with in this report.

"The zila and town schools, besides a halkabandi school at Maraura, are middle schools, while 11 of the halkabandi schools have upper primary classes and the rest impart lower primary education.

"During the year under report 3 lower primary schools have been opened at Lagaun, Sirsi, and Dongra Khurd, on the applications of the zamindars of the respective villages.

"Three boys from the zila school for anglo-vernacular and 5 from the town and halkabandi schools for Vernacular Middle Class Examinations were sent up, of whom 2 and 4 respectively were successful in the examination. The result of the year was on the whole satisfactory, though the standard of pass marks was reduced from 40 to 35, and in some subjects to 25 per cent. The percentage of passed students was 66 in the Anglo-Vernacular and 80 in the Vernacular Middle Class Examinations.

"The percentage of the passed boys of the upper and lower classes in 1883-84 is also more than in the preceding year.

"The village schoolmasters are very lowly paid. Unless efficient and well-paid teachers are appointed, there is little hope of a high standard of teaching. At present the teaching is not satisfactory.

"The figures of the year under report as regards the total number of boys on the roll and their daily attendance show an increase over the year preceding. In the 3 newly-opened aided schools 82 boys have been admitted during the year, so the actual increase in other schools was 52. The statistics under this head are liable to fluctuation, without any apparent cause for the increase or decrease.

"In the Government zila school Munshi Tejpal received only the acting allowance at Rs. 20 per cent. in 1882-83, whereas a permanent head-master on full pay was appointed during the year under report. Hence the increase on expenditure in this school.

"The decrease in expenditure in the town and tahsíli schools is due to the fact that a large sum, *viz*, Rs. 171, was spent for repairs of buildings in 1882-83, while Rs. 93 was spent in 1883-84.

"The aid to the 3 newly-opened halkabandi schools at Rs. 9 per month accounts for the increase in the halkabandi schools.

"The sum of Rs. 70 has been spent on account of scholarships to the halkabandi students preparing for the Middle Class Examination.

"Four scholars of the halkabandi schools have been appointed during the year as teachers and assistant teachers on Rs. 6 and 3 respectively."

Mr. Ward, the Commissioner, remarks:—

"*Jhánsi.*—There has been an increase in the number of boys in the tahsíli schools, but a considerable decrease in the attendance at halkabandi schools. The report does not show the number of masters in the latter who hold certificates. Education appears to be in a very backward condition in this district.

"*Jalaun.*—With reference to the Deputy Commissioner's proposal to remove the zila school from Kalpi to Orai, I should much prefer to see the existing subscription school at Orai assisted by a liberal grant in-aid.

"The increased attendance at the halkabandi schools is satisfactory.

"Mr. White's concluding remarks merit attention, but I think improvement is rather to be sought in the better training of the teachers than in the substitution of new text-books.

"*Lalitpur.*—There is very little desire for education in this district and the returns are very poor."

KUMAUN DIVISION.

KUMAUN.—President, Lieutenant-Colonel Garstin, Senior Assistant Commissioner. "There is again an improvement in the attendance at the schools of all classes during the year under report as compared with 1882-83: the average number on the rolls has been 7,064, and the average daily attendance 4,584, as compared with 6,153 and 3,796 for the previous year. In my inspections of our schools—and I have seen many—I have tested the registers, and my impression is that they are not manipulated, and that most of the boys on the roll get some teaching during the year, while about 50 per cent. attend very regularly.

"Considering the difficulties caused by the physical features of the country this is a very fair average, while the number of applications I have had for the location of new schools shows that the advantages of education are being gradually appreciated. Unfortunately the state of our funds will not admit of our aiding to the extent asked for. In one instance a Bhotia village, the furthermost in the Byans valley, has paid for a teacher, the school being too distant for their children to attend it.

"The sub-committees which I mentioned in my last year's report have in many instances done well, and I hope by degrees to get them all to take an interest in the work entrusted to them.

"As regards higher education 2 boys passed the Entrance Examination, 9 the Anglo-Vernacular Middle Class, and one from a tahsíli school the Middle Class Vernacular Examination."

GARHWÁL.—Secretary, Pandit Gangadatt Upreti, Extra Assistant Commissioner. "There are altogether 55 schools for education of boys in the Garhwál district, *viz.*:—

"2 aided schools, one at Chopra and the other at Srinagar, for middle A. and primary classes.

"4 Government tahsíli schools for middle class vernacular.

"49 halkabandi schools.

"There were on the rolls on the 31st March last 3,206 scholars as against 3,160 of the previous year. Though there was no increase in the number of schools, still the attendance has increased by 46 in spite of measles having broken out among the school boys in many parts of the district during the past cold season. The number of the English-learning pupils shows an increase of 37 in the lower division, as evinced by comparison of the figures of 22 and 135 of the past with 22 and 98 of the previous year. The average number of scholars on the rolls for the year under review was 2,740·61, with an average daily attendance of 1,922·62. The falling off in attendance is due to the prevalence of measles as already stated.

"The total expenditure from all sources of income amounts to Rs. 4,101-15-0, and the cost of educating each scholar is as follows;—

	Rs.	a.	p.
Middle class A. aided	55	0	0
Primary aided	32	0	0
Tahsíli middle class vernacular	15	0	0
Halkabandi schools	1	10	3

"The tahsíli schools have passed one scholar this year for the Middle Vernacular Class Examination against 2 of the previous year. The Inspector's report of his examination of the schools is rather favourable this year. Steps have already been taken by the committee for repair of the school-sheds and supplying the books wanted.

"The people of the district have at last begun to appreciate the value of education; numerous applications are received for schools being established in each patti or rather in each new locality. Considering the area of the district and the limited number (49) of schools sanctioned for want of sufficient funds, the halkabandi schools are removed from one place to another after every two or three years with due regard to every circle or group of villages getting a school by turn, though in the same pargana.

"*Girls' schools*—There are in all 5 of these institutions, aided, and 4 tahsili. The number of pupils on the rolls on 31st March, 1884, was 179, *viz*:—

Upper division aided	14
Lower division	38
Tahsili	127

"Last year the number of schools was the same and the attendance 161, so there is slight improvement in the year under review. The total amount expended upon the education of the girls is Rs. 418-12-0. Each girl in the middle class aided costs 78·66, and in the primary class 20·15, and in the tahsili schools the cost is Rs. 3-5-6. In the middle and primary classes aided the girls are educated at the Mission schools, so that the cost per head is of course much higher.

"The people of the town of Srinagar are naturally anxious to have the Srinagar anglo-vernacular school raised to a footing where their boys may pass their Entrance Examination. Their request seems to be quite reasonable, since no Government post can be conferred on any one who has not passed the Matriculation Examination. No such school has been established yet for the benefit of the Garhwál district."

TARÁI.—Secretary, Mr. F. Kilvert, Extra Assistant Commissioner. "During the year of report there has been an increase in the average number of scholars on the rolls, and also in the average daily attendance, the numbers being respectively 479 and 305 as compared with 436 and 347 of last year; the increase is both in Hindu and Muhammadan scholars. The most noteworthy and satisfactory circumstance of the year is the passing of 8 candidates in the Middle Class Examination, the previous year not having had one to its credit. The Inspector in his report speaks well of the 11 schools generally: he notes 9 as having improved and 2 as stationary.

"Prizes and scholarships to the amount of Rs. 100 have been awarded during the year, which, it is hoped, will encourage the scholars to do better next year than this even."

LUCKNOW DIVISION.

Lucknow.—The president of the district board has forwarded only the report of the Deputy Inspector of Schools on the administrations of the Educational Department during the past year; and as this is a departmental and not a board's report, I give no extracts from it here.

UNAO.—President, Mr. J. T. Crawford, C.S. "The attendance has improved in all classes of schools by about 6 per cent. It is noticeable that the attendance at the higher class of schools has increased in a higher proportion than in the village schools.

"The variation is as follows:—

	1882-83.	1883-84.	Increase.	Percentage of increase.
Village town schools ...	562	629	67	12 per cent.
" aided schools ...	227	258	31	14 "
" schools ...	3,462	3,617	155	4½ "
Total ...	4,251	4,504	253	6 "

"I have noticed in my tour through the district that there seemed a desire for something better than receiving an inferior sort of education given by miserable, insufficiently-paid individuals on Rs. 3, Rs. 4, Rs. 4-8, and Rs. 5, and there are, I regret to say, 25 unfortunates drawing Rs. 5 and under. As an instance of it I may mention that some of the talukdars of Morawan came to me only lately and asked if by themselves arranging to contribute to the pay of a schoolmaster they could not get an English-speaking teacher. I was of course not able to hold out much prospect of this, but suggested that they should ascertain how many of their families and of other gentlemen in the neighbourhood would become pupils and what fees they would be prepared to guarantee, and that with this information before me I would endeavour to see if their wishes could be met in any way.

"It may be noticed here that few of the village schools were closed by order of the local board. I confess to having felt that some more might have with propriety been struck off on account of the very sparse attendance, but the general feeling was that it was advisable to avoid, if possible, closing a school which had been once opened.

"The results as shown by examination compare very favourably with last year. Ten out of 30 were successful in passing the Middle Class Examination, 5 of whom came from Mohan and three from Purwa town school.

"It is cause of regret that no boys have got employ. I propose directing the Sub-Inspector to keep up a register of boys who have passed, so that I may call for it when vacancies occur, and endeavour to do something for passed students.

"The results in the other classes of examination call for no particular mention.

"I may mention that a town school has been all but completed at Mohan during the year, and an aided town school at Bangarmau has been begun, is now in progress, and will be completed speedily."

BARA BANKI.—President, Major C. S. Noble, Deputy Commissioner. "The number of schools of various denominations was the same as in the preceding year, *viz*, 132.

"*High School.*—The Nawabganj high school has, during the past 5 years, shown encouraging progress. The number of pupils on the roll has risen from 98 in 1879-80 to 172 in 1883-84.

"The averages of (i) pupils on the rolls, and (ii) daily attendance were 150 and 123 as against 136 and 110 in the preceding year.

The income from fees has increased by Rs. 54-2-0, the total amount being Rs. 641 for this year as against Rs. 587-5-9 for 1882-83. The total yearly expenditure of the school and the cost of educating each pupil calculated on the average daily attendance fell from Rs. 4,467-6-7 and Rs. 40-9-9 in 1882-83 to Rs. 4,458-0-6 and Rs. 36-4-0 respectively in 1883-84.

"It is, as the head-master remarks, disappointing to have to note that out of 6 pupils who competed at the Entrance Examination only one was successful.

"More satisfactory were the results in the Anglo-Vernacular Middle Class Examination: 6 students went up, 3 coming out in the 1st and 3 in the 2nd division.

"The result of the examination of the other classes was, the head-master reports, on the whole satisfactory.

"The branch schools have not done well during the year: there was a decrease in the average number of pupils on the rolls and in the average daily attendance, and also an increase in the total expenditure and average cost per student compared with the figures of 1882-83.

"The high school enclosure has been improved by making a small flower garden. The maintenance of this garden has been provided for by the district and municipal boards in the proportion of two-thirds and one-third.

"The head-master, Babu Hem Nath, I believe to be painstaking and efficient, and I wish him better success at the next examinations. He speaks favourably of his subordinates.

"The vernacular town schools, during the year, have shown a decided improvement, compared with the preceding year, in number on the rolls and in daily attendance, the figures being 593 and 498 and 648 and 547 in the respective year.

"Receipts from fees have increased by Rs. 32-11-2, being Rs. 363-1-6 for the year, against Rs 330-11-2 in 1882-83. Although the expenditure incurred during the year was Rs. 6,367-0-6 as against Rs. 6,168-2-0 in 1882-83, yet the increase in the number of students during the year has lowered the cost per head by Rs. 0-11-11.

"With a single exception of the Haidargarh school, the result of the central examination of these town schools during the year compares, both collectively and individually, favourably with that of 1882-83. In 1882-83, out of a total number of 226 students examined, only 183, or 80·97 per cent., passed, while in the year under report 247, or 92·85 per cent., out of 266 passed in all subjects. This must be held to be highly satisfactory and creditable to the teachers concerned.

There has been encouraging progress in village primary schools. There is an increase both in the numbers of registered students and in the daily attendance

"The fee receipts of these schools are only nominal. The expenditure during the year was Rs. 15,010-11-6, as against Rs. 13,700-0-11 in the preceding year. The cause of this increase of Rs. 1,310-10-7 has not been explained by the Deputy Inspector of Schools. There is however a slight decrease of Rs. 0-4-6 in the average cost of education per student.

"At the central examination 1,801 boys competed, out of whom 1,525, or 84 per cent., passed as compared with 1,345 examined and 1,130 passed in 1882-83, the percentage of success being almost the same in each of the two years.

"I again have to regret a want of success in the girls' school. The number of girls on the roll fell from 24 in 1882-83 to 15 during the year. The cost of educating each rose from Rs. 14-5-4 in 1882-83 to Rs. 17-12-0 in 1883-84. In the central examination 2 out of 4 girls who went up passed.

"On the whole the education staff are to be congratulated on their work during 1883-84. Comparing the figures with those of the previous year, the number of students on the rolls and the average daily attendance rose to 6,256 and 5,041 from 5,478 and 4,383, and the cost of education per student fell to Rs. 5-4-1 from Rs. 5-11-0 in the respective years. The Deputy Inspector, Munshi Abdul Jalil, speaks in satisfactory terms of his subordinates, whose efforts are doubtless greatly encouraged by his own careful supervision and energy."

SITAPUR DIVISION.

SITAPUR.—President, Mr. H. H. Butts, Deputy Commissioner. "There are in the district:—

(a) One high school at the sadr station of Sitapur with its four affiliated branch schools,
(b) Two anglo-vernacular middle class schools with three branches.
(c) Seven middle class vernacular town schools.
(d) One hundred and twenty-four primary village schools, including branch schools and night schools.
(e) Two primary female schools.
(f) One normal school.
(g) One normal female school.

"Four thousand two hundred and sixty-nine attended for education, and the cost incurred was Rs. 27,668, or at a rate of Rs. 6·48 per head. Taking the last census of 1881 of minor male population at from 5 to 20, the percentage of boys being educated was 2·54.

"The year seems to have been one of gradual but real progress. In the high school the enrolled number of pupils was 169 and 175 for the branches, and the attendance throughout improved. Considerable success was obtained at examination: 4 pupils were sent up for the Calcutta University Examination and all passed, and 4 out of the 5 which went up for the Anglo-Vernacular Middle Class Examination were successful.

"The cost of tuition and school maintenance amounted to Rs. 4,378 for the high school and Rs. 704 for the branches, being at the rate of Rs. 33-10-4 and Rs. 4-9-3 per head respectively.

"The two anglo-vernacular middle class schools are the Mission school at Thompsonganj and the aided school at Mahmudabad. The daily attendance at these two schools averages 180, being an increase on that of the previous year, and the expenditure on them was Rs. 3,464 for the year, or Rs. 19-4-1 per head. Of these schools the former is superintended by the Revd. J. C. Lawson, who speaks hopefully of its condition, and the latter is chiefly kept up by the Raja of Mahmudabad. The Deputy Inspector does not speak very encouragingly of this, but he asserts it to be on the road to improvement.

"The 7 vernacular town schools are those at Thompsonganj, Khairabad, Biswa, Laharpur, Misrikh, Machrehta, and Paintepur. To the first of these are attached three small branch schools. The average daily attendance of these town schools was 494, a considerable increase on the figures of 1882-83, when they stood at 411, and the cost of education was Rs. 5,448, or Rs. 11-0-2 per head.

"Neither these nor the anglo-vernacular middle class schools were very successfull in the pupils whom they sent up for the Middle Class Examinations. Out of the 22 who appeared 3 only succeeded in passing, 2 being from Biswa and one from Misrikh. They did very fairly in the primary examinations, passing 201 out of 261, or 77 per cent.

"The number of boys attending the 124 primary schools was 5,352, against 4,179 enrolled; of these 1,626 went up for the usual examination and 1,003 passed, being at the rate of 62 per cent., a considerable advance on the previous year.

"The cost of tuition of this number of boys was Rs. 12,348, or Rs. 3-12-9 per head.

"Four of the 10 girls' schools are under Government management and are situated, 3 in Misrikh tahsil and one in Sitapur. The first 3 have mistresses, but the last is affiliated to Dhulia Kalan school, and Dalganjan Singh, the master, is granted an extra allowance of Rs. 1 per mensem. The daily attendance has diminished slightly, being 66 against 64 of last year; and the Deputy Inspector does not speak favourably of them, nor of the normal school for training mistresses at Misrikh, which he describes as useless.

"The remaining 6 girls' schools should have no place in this report. They are Mission schools established in cantonments and about Sitapur and are not under the district board.

"The Deputy Inspector mentions the increased desire of the Muhammadans for education, but some figures showing the proportion between the two chief races who attend the high, the town and village schools would have been interesting.

"One hundred and forty-seven teachers are employed for the village schools, of whom 69 are certificated. The Deputy Inspector speaks well of them, and mentions that 36 earned promotions at the after examination and 69 received rewards at the annual district educational meeting.

"A change has lately been made in the management of the normal training schools. The outlying schools have been abolished, and the district schools amalgamated into one central school established at divisional head-quarters of Sitapur. The Deputy Inspector speaks hopefully of the project, but states that it is too early yet to judge of its success.

"Realization of fees was as follows :—

	Rs.
High school	698
Middle class anglo-vernacular	160
" vernacular	361
Primary village schools	866
" female "	13
Normal " "	18

"Village school repairs were for the first time made over to the District Engineer. The school-houses are reported to be in good order and repair.

"On the whole the progress made seems satisfactory, and I think that the educational staff of the district deserve credit and commendation for their labour."

HARDOI.—President, Colonel Newbery, Deputy Commissioner. The Commissioner of the Sitapur Division in his letter forwarding the annual education report of the Hardoi district observes that the report shows fair progress, and adds that Colonel Newbery's remarks show an interest in the subject, which will ensure due attention being paid to the advancement of education by the board over which he presides.

The high school is doing well. The numbers on the roll and the fee receipts have increased. Nine boys went up for the Entrance Examination and 4 passed in the 2nd division. Ten out of 15 candidates passed the Middle Class Anglo-Vernacular Examination.

The middle class schools appear to be in a satisfactory condition. Of Sandi school the president says :—"I inspected this school; found 85 pupils present; examined all classes in reading and the higher classes in arithmetic and geography, and found them intelligent and well taught." The pupils (91 present) of Sandila school also appeared, on the president's visit, to have been well taught. The president also examined the schools at Mallawan, Bilgram, and Shahabad, and was satisfied with the intelligence of the boys and the teaching they had received. Gopamau school was examined by Mr. Butts and with similar results.

The number of village or primary schools has increased by 3 and there is a slight rise in the average daily attendance. The fee receipts have decreased. The results of the examination of class III. are a great improvement on those of last year. There were 8 girls' schools as against 7 in 1882-83.

On the whole there is improvement this year, but more energy is required to raise the private fees, which form the best proof that education is appreciated.

KHERI.—President, Mr. H. W. Gibson, Deputy Commissioner. The year opened with the following institutions :—A high school and branch at Lakhimpur, a normal tahsil school at Kheri, 4 vernacular town schools, 76 primary or village schools, and one jail school.

During the year the Kheri normal school was converted into an ordinary middle class vernacular school in consequence of the establishment of a divisional normal school at Sitapur. The Gola middle class school was reduced to the primary class. Two village schools were closed and 4 opened, and the jail school ceased to exist, for want of materials.

The Inspector was satisfied with the condition of both the high and lower classes of schools.

The Lakhimpur high school had on the rolls 150 as against 118 in the preceding year, and a daily average attendance of 110 as against 100. The returns show 2 out of 4 sent up as having passed the Entrance Examination; but the school is entitled to the credit of one of the successful candidates from Sitapur who had been prepared at Lakhimpur. In the Middle Class Anglo-Vernacular Examination only 2 out of 7 passed.

All the vernacular town schools show a considerable increase in average daily attendance. The number of boys enrolled in village schools has increased from 2,217 to 2,387, and the average daily attendance rose from 1,787 to 1,968. These figures include the Gola school, which previously belonged to another class; but independently of this there was improvement in the attendance.

There was improvement in classes III., IV., and V.: 413 boys out of 710 (58 per cent.) passed the central examination in all standards. It is satisactory to notice that the fee collections rose from Rs. 379 to Rs. 435.

Girls' schools made no advance. Deeply-rooted sentiment and prejudice have to be altered and removed to admit of advance in female education.

The municipalities are too poor to contribute any aid to education, but landowners continued to subscribe Rs. 1,230 for education generally.

The Deputy Inspector, M. Muhammad Sajjad, had hard work to do that requires much active exertion and, constant care and attention, and he has discharged his duties creditably. Education is advancing steadily in this district.

FYZABAD DIVISION.

BAHRAICH.—President, Major F. Currie, Deputy Commissioner. "During the year 10 village schools were abolished owing to paucity of attendance, but as 10 new ones were opened in more suitable localities, the year opened and closed with the same number of schools, *viz.*, 75.

The staff employed consisted of 76 head teachers, 29 assistant teachers, 37 pupil teachers. Forty-six out of the 105 head and assistant teachers are certificated. The Deputy Inspector's report on the competency of his teachers is most unsatisfactory; he says the district has but a few teachers of the type wanted for the work.

"As compared with the previous year, there was a slight decrease in the total number of pupils on the rolls at the close of the year as well as in the average number of pupils. The average daily attendance in 1882-83 was 2,465, and in the year under report 2,455. This decrease, small as it is, is more apparent than real, as during the past few months small-pox has been very bad throughout the greater part of the district. There was an increase in the total amount of fees collected during the year: this is satisfactory.

"The annual cost per pupil was much the same as in 1882-83, and there was a rise of about one per cent. in the annual cost per school.

"The Deputy Inspector complains that many boys who would, had they remained, have done credit to their teachers, left as soon as they had learnt to read and write a little; apparently some 25 per cent. of those gained employment on salaries varying from Rs. 1 to 10 per mensem.

"I can quite imagine this loss of pupils being a source of disappointment to the teachers; but if these young men were able to start in life and maintain themselves, their leaving was not altogether an unmixed evil, for on the whole it is better so than that they should have remained on to swell the ranks of *ummaidwárs* for Government employ.

"On the whole the result of the village school annual examination appears satisfactory, and the Inspector of Schools was satisfied with the progress made in the schools examined by him during his cold-weather tour.

"There are three girls' schools in this district, one a Government one and the other two belonging to the American Mission. The total expenditure on the former is Rs. 108 per annum. The number of pupils this year was 21 as against 26 last year, and the average daily attendance was 18. The receipts for the year from fees amounted only to Rs. 1-8. This institution evidently does not thrive, and the Deputy Inspector complains that the residents of the town of Bahraich are averse to female education. Last year Mr. Ferrar wrote as follows:—'The female teacher was removed and a male teacher substituted. I am doubtful whether parents will allow their daughters to go to school where the teacher is a man: and I shall be curious to learn the result of the change.' This school is to have another year's trial. The two American Mission girls' schools show progress both as regards numbers and classification, but the Deputy Inspector reports unfavourably as regards the teaching in these schools.

"There were three, but are now only two vernacular middle class town schools, the school at Nanpara having been made over to the Rája of Nanpara since January last. Both the town schools appear to be doing well and have progressed favourably and made marked improvement.

"There are four anglo-vernacular middle class schools, *viz.*, (1) Government aided school at Bhinga, (2) and (3) in the Kapurthala estate, one at Boundi and the other at Ikona, and (4) at Nanpara. The first of these schools, that at Bhinga, has somewhat fallen off in enrolment, percentage, and fee income. The expenditure on this school is Rs. 96 per month, made up as follows:—

Rája of Bhinga's endowment	...	...	Rs.	55	per month.
Government grant	...	...	...	„ 35	„
Fees	..	...	...	„ 6	„

Nos. (2) and (3) are unaided private schools founded and supported by the Kapurthala estate. No. (4) was formerly a vernacular school, but at the beginning of this year was made over by Government to the Rája of Nanpara, by whom it has been converted into an anglo-vernacular school and named after the late Deputy Commissioner, Mr. Ferrar, as 'Ferrar's (Kaiseri) Anglo-Vernacular School.' This school is kept up by the Rája. The average number of boys during the quarter ending 31st March, 1884, was 116, the average daily attendance during the same period 80·2 per cent.

"There is a Mission aided vernacular school in the town of Bahraich: it affords instruction to 150 boys. The average attendance is 126. The condition of this school is said to be satisfactory, and the Inspector recorded that the 'state of the school was creditable to the teachers and the supervision exercised by Mr. Peters.'

"The Deputy Inspector of Schools acknowledges the assistance he has received from the following official and non-official gentlemen:—the Tahsíldars and Peshkars of Bahraich, Kaisarganj and Nanpara; the Rájas of Nanpara and Bhinga; Thakur Fateh Muhammad of Tepraha, Sirdar Hira Singh of Hiraganj, and Lala Salig Ram of Bahraich. From what I have seen and heard during the short time I have been in the district the Deputy Inspector appears to have fully maintained the high opinion formed of him by his superiors.

"I find at the last moment that I have omitted mention of the Bahraich zila school. This school has three branches within the town of Bahraich. The school has a roll of 153 scholars, an increase of 17 in the previous year. It is satisfactory

to note that there has been a rise in the average daily attendance, and in the receipt of fees, which have risen from Rs. 558-11-0 to Rs. 601-5-0.

"The Rája of Bhinga gave a donation during the year towards books for the school library, and Sir Bighail Singh, an old pupil, gives Rs. 51 a year for the support of indigent pupils, which is creditable alike to his heart and head. This school building is being enlarged; the old building appears to me to have been very badly built, and the District Engineer has been ordered to examine it and see that it is quite safe, as a portion of the upper wall fell in during some recent repairs."

RAE BARELI DIVISION.

RAE BARELI.—President, Mr. C. Chapman, Deputy Commissioner. In the high school, the number of boys has risen from 177 to 209, and the average daily attendance from 127 to 157. The schooling-fees have increased from Rs. 924 to Rs. 1,033.

Four boys were sent up for the Entrance Examination and all passed, 3 in the 2nd and 1 in the 3rd divisions, a success very creditable to the school. Twelve out of 13 candidates passed the Middle Class Anglo-Vernacular Examination, 5 being placed in the 1st division.

The boarding-house, known as the Simri boarding-house, is being enlarged, at a cost of about Rs. 6,000. The superintendent speaks favourably of the behaviour of the boarders.

The three branch schools show improvement in enrolment, average attendance, and fee-income, and have been successfully and economically managed. The rule abolishing the admission of free boys into the high school from the branches cuts short the educational career of many boys whose parents can ill afford to pay even the very small fee demanded. It would be well if a certain number of free boys were taken in the main school, and the privilege of obtaining education gratis were extended to the youths of really deserving and indigent parents.

There are altogether 123 schools under the supervision of the Deputy Inspector. The vernacular town schools have improved during the year in enrolment, average attendance, and fee collections, and the results of the Middle Class Examinations has been more satisfactory than in the previous year. The results of the Upper and Lower Primary Examinations also show improvement. The accommodation in these schools is hardly sufficient for the increased number of scholars.

In village schools there is a falling off in the number on the register, but the average daily attendance has risen from 3,094 to 3,896. The income from schooling-fees has increased. The average cost of these schools has risen by Rs. 2-8-7, owing to increase granted to the pay of successful and deserving teachers. As compared with the previous year, the results of the Upper and Lower Primary Examinations have been satisfactory. The number of examination centres has been increased.

Four new school-houses have been constructed and 73 repaired.

The Deputy Inspector reports favourably on the improvement in the three girls schools.

The results of the year appear satisfactory all round.

The district lost a most energetic and capable Deputy Inspector in Sayyid Raza Husain last year, when he was appointed Extra Assistant Commissioner; Shaikh Ebad-ul-lah, the present Deputy Inspector, however, has his heart in his work and is doing well.

The Commissioner adds that Mr. Roberts, the head-master of the zila school, and Shaikh Ebad-ul-lah deserve credit for the general success of the year.

SULTANPUR.—President, Mr H. B. Harington, Deputy Commissioner. "The Officiating Deputy Inspector's report shows that very fair progress is being made. The vernacular town school at Jagdispur did very well, and that at Dostpur fairly. It is a pity that the only vernacular town school happens to be at the extreme borders of the district.

"The number of village schools being about the same, the increase in numbers, attendance, and fees is very satisfactory. The results of the central examination show that very real progress is being made. Forty-two candidates competed for 5 local scholarships. When the new local boards are fairly at work, the good old system of local scholarships for local talent should receive a fresh stimulus.

"The new girls' school at Sultanpur is an interesting mark of progress; but until the want of educated wives is really felt not much in the way of girls' schools can perhaps be looked for. The head-master of the high school is unable to report any good things of the three girls' schools under his charge.

"The Sadr High School continues to do very well indeed and shows a satisfactory increase in average daily attendance and fees. It is something to have passed 4 out of 7 candidates for the Entrance Examination, and one of them in the 1st and 2 in the 2nd division. It is to be regretted that there is not proper provision for Sanscrit teaching in a district so largely inhabited by Hindus. That 8 out of 11 candidates passed the Anglo-Vernacular Examination is most creditable to the school. Why candidates for the Vernacular Middle Class Examination cannot

be prepared in the high school is what I have never been able to understand. There must be several lads capable of passing the Vernacular Middle Class Examination with credit who are bound to fail in the Anglo-Vernacular Examination.

"The district is fortunate in its Officiating Deputy Inspector, Pandit Gopinath, and in its high school master, Babu Madhusudan Mukarji."

PARTABGARH.—President, Major E. E. Grigg, Deputy Commissioner. The number of boys in the high school has risen from 151 to 180, of whom 42 are Muhammadans. The increase of 12 Muhammadans is satisfactory. The average daily attendance, as well as the enrolment, shows decided improvement. Schooling-fees have risen from Rs. 577 to Rs. 921, the increase being in a measure due to the district board's new rule by which fees are regulated according to the means of the parents. With this increase in fees the cost of educating each scholar has fallen from Rs. 31-11-0 in 1881 to Rs. 26-8-0 in the year that has just expired.

Five boys went up for the Entrance Examination and 2 passed, one in the 1st division. Out of 6 who attended the Middle Class Anglo-Vernacular Examination 4 passed in the 1st division—a great improvement on last year, when all the boys failed.

The boarding-house has 28 occupants against 20 last year, and has no more rooms available. It is proposed to enlarge it, and Rája Ajit Singh (who, the Commissioner observes, deserves the highest praise for the liberal manner in which he supports local institutions) and other native gentlemen have stated their willingness to contribute funds for the purpose. The Rája has already taken the matter in hand, and will, it is expected, with his usual munificence provide whatever is necessary.

In the Bela branch school the numbers have increased from 42 to 59. Pandit Bishambhar Nath is an able teacher and his school is very popular.

The Deputy Inspector visited all the schools under his supervision, on the average once a quarter, which, considering the large area, is very creditable. Except in one or two instances, he found the teachers at their posts and discharging their duties to his satisfaction.

There is a slight increase in the total number of scholars in the schools under the board's management, and the average daily attendance has risen from 2,496 to 2,672.

The results of the annual examinations were very creditable. From the Partabgarh town school 8 boys out of 12 passed the Middle Class Vernacular Examination, of whom 6 were in the 1st division. Last year out of 11 boys only 4 passed. Four out of 8 passed from the Patti school, one being in the 1st division.

The boarding-house at Partabgarh was completed during the year and was at once filled to overflowing.

The results of the annual examinations of the village schools were fairly satisfactory, 993 boys having passed as against 928 last year.

There is not much hope of any increase in the attendance in the girls' schools unless the board is prepared to pay *Kahars* to carry the girls to and from school.

The cess-aided school at Mahawar is to be removed to Mirpur, the average attendance being only 13. The attendance at the Kaunsa Patti school has dwindled down from 37 to 17. The president visited the Kalakankar school last November and was struck by its slovenly and dilapidated appearance. Rája Rampal Singh (who is in England) apparently takes no more interest in the school than he does in the material prosperity of his tenantry.

As compared with other districts, the allotment for repairs of school buildings is ridiculously small. This work will probably be entrusted to tahsildars, who will endeavour to get the repairs done by the zamindars.

Among the members of the district board none has taken a keener interest in education than Pandit Kishan Lal, whose active and intelligent co-operation has been of the greatest assistance; Rája Ajit Singh and Rai Madho Parshad have also helped the cause of education.

The Deputy Inspector, M. Ahmad Hussen, has discharged his duties in a zealous and able manner.

The Commissioner adds—"Major Grigg has himself taken much interest in the cause of education and has devoted a considerable portion of his time to guiding the district board in the exercise of their new functions. Pandit Kishan Lal, Rája Ajit Singh, and Rai Madho Parshad deserve all praise."

The following reports were received too late for insertion in their proper places:—

FYZABAD.—President, Mr. H. C. Boys, C.S. *High School.* "Two years ago the school was affiliated to the Calcutta University up to the F. A. standard and a class started with five students.

"In December last all of them went forward for the F. A. examination, and I am happy to say that the result was most satisfactory. All the five students were successful, one passing in the 1st division, two in the 2nd and two in the 3rd division. This success is mainly due to the unremitting zeal and efforts of Mr. H. O. Budden, the head-master, through whose exertions this class was opened.

"Eleven students appeared at the Entrance Examination of the Calcutta University, 6 of whom passed and all of them in the 2nd division.

"In the Middle Class Anglo-Vernacular Examination out of 15 candidates 9 were successful. Boarding-house contains 20 inmates, of whom 2 are scholarship-holders

There are 4 branch schools in the city, of which 3 have done well during the year, but the 4th one at Gulab Bari has not been favourably reported on by the head-master.

"*Vernacular Tahsili School, Abkarpur.*—In January last the normal class was removed from this school to the Gonda divisional school. The result of the Middle Class Departmental Examination has been satisfactory, *viz.*, 10 students passed out of 14 candidates, while in 1882-83 only one passed out of 15 students. The average daily attendance has risen from 100 to 115.

"There are two more vernacular tahsili schools, one at Tanda, the daily attendance of which has risen from 85 to 105, and the other at Jalalpur, the daily attendance of which is 79, or 13 less than in last year.

"This school is very unfavourably reported upon by the Deputy Inspector of Schools.

"*Village schools.*—The number of these schools remained the same as in last year, but the numbers on the rolls have risen from 2,790 to 2,996.

"The average daily attendance this year stands at 2,266·5 against 2,156 in the past year.

"The Deputy Inspector of Schools' report shows on the whole a general improvement in everything, and the results of the central examination appear to be satisfactory."

GONDA.—Secretary, Mr. H. B. Jones-Bateman, C S. "During the year under review there were 114 schools under the control of district board, as detailed below:—

High school	1
Branch to high school	2
Town schools	4
Village schools	100
Girls' schools	7

"*Gonda High School.*—There has been a rise in numbers, attendance, and fee receipt this year as compared with last. Four boys went up for the Entrance Examination of the Calcutta Unversity and unfortunately all failed.

"Twelve out 16 boys of the 3rd class presented themselves at the last Middle Class Examination, of whom 9 passed. This may be said to have been the best success the school ever achieved. The results of all the other classes have also been satisfactory.

"*Vernacular town schools.*—In the beginning of the year under review there were five such schools. In January, 1884, Gonda normal tahsili school was converted into a divisional normal school, and a new branch school was opened in its place.

"All these schools have improved in every respect except in the Middle Class Examination, the results of which were not satisfactory. Only three boys passed, 2 from the normal tahsili school and one from the Paraspur school.

"*Village schools.*—The number of these schools remained the same as last year, *viz.*, 100. There has been a rise in enrolment, attendance and percentage of attendance, &c. The examination results compare favourably with those of the last year.

"*Girls' schools.*—There were seven such schools in the district during the year under review. No fees are levied in these schools. The results of the annual central examination of these schools were satisfactory.

"Balrampur aided school has recently been transferred to the control of the Educational Department.

"*Mission schools.*—There are 11 Mission schools, of which 5 are aided and 6 unaided. They are managed by Revd. S. Knowles, Missionary, Gonda.

"*Inspection.*—In the year under report the Deputy Inspector visited 340 schools, or rather paid the schools so many visits as against 362 inspections during the preceding year. Full details concerning results of inspections, &c., are given in the voluminous report of the Deputy Inspector."

Mr. White, the Deputy Commissioner, adds:—"The district as regards primary education is still a very backward one."

ORDERS OF GOVERNMENT.

No. $\frac{914E}{III.—48-5}$ OF 1884.

FROM

THE CHIEF SECRETARY TO GOVERNMENT,
N.-W. PROVINCES AND OUDH,

TO

THE DIRECTOR OF PUBLIC INSTRUCTION,
N.-W. PROVINCES AND OUDH.

DATED ALLAHABAD, THE 11TH DECEMBER, 1884.

SIR,

I AM directed to acknowledge the receipt of your No. $\frac{9}{629}$ of 29th August, 1884, giving cover to the annual report on public instruction for the year ending 31st March, 1884.

2. The new general tables prescribed by the Government of India were not submitted with the report, but were received in this office on the 3rd instant. Their preparation has involved considerable delay, which retarded the submission of the annual report, a result to be ascribed to the advanced date at which these tables were finally matured by the sub-committee and promulgated for general adoption. The new tables classify schools in a clearer and more logical manner than those hitherto in use; but in the present report it has been found necessary, for purposes of comparison, to adhere throughout to the method on which the statistics for preceding years were compiled. This necessity will not again recur, and in succeeding reports it will be possible for all purposes to follow the amended classification.

3. The year under report being one of considerable activity in educational matters, was marked by the introduction of several measures of importance. The labours of the Education Commission were brought to a conclusion, and the various recommendations contained in their report engrossed, and continue to engross, a large share of the attention of departmental officers and of this Government. The code of rules to regulate State assistance to European and Eurasian education was completed in a provisional form and its principles tentatively introduced into the schools of these provinces. The question of industrial free or aided schools also engaged the attention of the Government, and formed the subject of special inquiry and report by a representative committee at Allahabad. Under the scheme of local self-government a little progress was made in enlisting local and non-official co-operation in the supervision and encouragement of primary education; and among the improvements in organisation effected by private energy or departmental effort may be mentioned the measures taken to reconstitute the Agra and Bareilly Colleges and the introduction of Normal schools into each of the Oudh Divisions.

4. The report is largely increased in size by extracts from the reports of the Inspectors of Schools, principals of colleges, and head-

masters of schools, while a separate appendix of 50 pages contains a full abstract of the remarks and proceedings of district boards. I am to suggest that the departmental extracts might be usefully abbreviated. The primary object of the report is to give a well-digested and succinct history of the year's operations, and to detail the progress of each branch of the department, without reproducing in original the materials from which the narrative is compiled. All extracts of special interest or importance should still be inserted or quoted, but the volume might be kept within smaller compass. It is no doubt very necessary that you should yourself be informed of the condition of each separate school, even of the primary grade; but in the provincial report, what is chiefly required is a general survey of broad results, in order that an accurate estimate may be formed of the comparative state and movement of education generally, in its several branches, throughout the provinces, as indicated by the facts and figures of the year.

5. The total number of schools of every class rose from 6,502 in 1882-83 to 6,603 in 1883-84, and the number of pupils from 233,073 to 246,987. The increase was chiefly in primary schools supported and managed by the State and aided schools, while unaided schools show decrease. It should, however, be added that this latter class does not include indigenous or other private schools in the management or inspection of which Government had no share. The returns for such schools are as yet too incomplete to be of any practical value. They showed in 1883-84 an attendance of 68,305 pupils, a return which possibly represents only a portion of the children who are educated without State assistance or intervention.

6. The total population of the united provinces is 22,912,556 males and 21,195,313 females. Assuming 15 per cent. to be of a school-going age, it would appear that 6·8 per cent. of the boys and only 0·3 per cent. of the girls were actually receiving instruction in public schools during the year under report. The details of male and female pupils attending indigenous schools are not given, but it seems unlikely that any appreciable portion of them were girls. So that, even if the children attending these schools be taken into account, only about one boy in eleven of a school-going age was shown to be under instruction in 1883-84, while female education can be said as yet to have made very little way. The progress effected during the past year, though not discouraging, leaves much to be accomplished before education in the North-Western Provinces and Oudh reaches what, in comparison with some civilised countries, may be deemed a fair degree of development; and the statistics prepared by the Education Commission (General Table No. 2a) showed the percentage of scholars among the juvenile population in the North-Western Provinces and Oudh to be much below the average in some other provinces of the Empire. It is hoped that the efforts now made to popularise and encourage education will in some measure reach the mass of the people. At the same time, it is scarcely reasonable to expect rapid or very great educational advance among a population of which by far the greater portion is, by reason of its density and the absence of variety of employments, very poor; while it is essential that the returns made by the Education Department of the

number of its schools and scholars and the condition of the schools should give a faithful representation of actual and well-verified facts.

7. The provincial expenditure on instruction during 1883-84, excluding direction, inspection, building grants, scholarships and other miscellaneous items, is thus classified and distributed :—

Class of institution.	1882-83.			1883-84.			Percentage of State expenditure on each class of institution.		Cost of educating each pupil.					
									Total cost.				Cost to Government.					
	State.	Other sources.	Total.	State.	Other sources.	Total.	1882-83.	1883-84.	1882-83.			1883-84.			1882-83.			1883-84.		
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.
Government colleges,	1,06,569	36,166	1,43,035	1,03,315	12,159	1,15,374	8·81	8·29	283	3	7	244	1	9	211	9	9	218	6	1
High and middle schools.	2,13,984	31,804	2,45,788	2,02,730	37,472	2,36,2 2	17 64	16·97	47	3	7	40	10	0	41	1	9	34	14	5
Lower schools ...	6,30,593	77,429	7,08,022	6,33,772	68,033	7,01,805	51·99	50·88	4	6	11	4	3	6	3	15	3	3	13	0
Special schools ..	58,860	508	59,368	63,152	518	63,670	4·85	5·47	1·3	0	3	151	8	9	131	14	1	150	6	5
Aided.																				
Colleges ..	24,980	41,33	66,316	30,504	65,92	96,421	2·06	2·45	282	6	11	320	8	11	106	6	3	98	12	6
High and middle schools	85,908	1,34,713	2,20,016	1,06,593	2,11,54	3,18,136	7·03	8·56	78	0	2	94	1	5	30	3	11	31	8	4
Lower schools ...	88,731	1,55,847	2,44,578	96,830	1,73,950	2,70,580	7·32	7·75	18	14	1	18	5	11	6	13	7	6	8	11
Special schools ...	3,480	4,711	8,191	4,080	6,122	10,202	·28	·33	34	4	4	39	13	1	14	8	11	15	14	9
Unaided.																				
Colleges ...	...	5,628	5,628	...	3,358	3,358	...	...	299	11	5	...			...			...		
High and middle schools.	32	2,736	2,768	...	2,044	2,044	...	..	50	5	3	...			0	9	3	...		
Lower schools ...	254	10,534	10,788	...	12,417	12,417	·02	...	8	9	11	...			0	3	3	...		
Total ...	12,13,086	5,01,412	17,14,498	12,45,676	5,89,536	18,35,212	100	100	9	5	7	..			6	11	9	6	7	1

Compared with the preceding year there was a total increase of Rs. 1,20,714, which was confined almost exclusively to aided institutions. With the exception of a small addition to the cost of special schools, the actual outlay on colleges and schools under State management was less than before. The chief increase (Rs. 98,120) was under the head of aided schools of the high and middle classes, and of this sum Rs. 21,290 was borne by the Government, thereby raising the percentage of Government expenditure on this class of institutions from 7·03 to 8·56. The proportion of State expenditure on secondary schools, aided and unaided, rose slightly from 24·67 to 24·83, while that on primary education fell somewhat from 59·31 to 58·63. The circumstances under which these fluctuations occurred are not explained in the report. The actual payments by the State towards primary education were, however, larger than before, and in future allotments of available funds the backward condition of primary education in these provinces must be steadily borne in mind.

8. The cost of each pupil educated in a Government college was reduced from Rs. 283 in 1882-83 to Rs. 244 in 1883-84 ; but the proportion paid by the Government was greater than before. In aided colleges on the other hand, though the average cost of each pupil rose from Rs. 282 to Rs. 321, the quota contributed by the Government fell from Rs. 106 to Rs. 99. The Muir College in 1883-84 cost for each pupil educated Rs. 738 in all, and Rs. 658 to the Government. In the Canning College, Lucknow, each student represents a total expenditure of Rs. 383, and a Government expenditure of only Rs. 154. The Agra College expended on each pupil Rs. 626, of which Rs. 130 was contributed from State revenues proper.

This was a very great improvement on 1880-81, when the extravagant figure of Rs. 1,610 was reached.. In Government schools of the higher and the lower grades the increased attendance during 1883-84 reduced the average cost to Rs. 40-10 0 and Rs. 4-3-6 per head respectively; but the outlay in aided schools continues disproportionately high, being for each child Rs. 94-1-5 in the higher and Rs. 18-5-11 in the lower schools.

9. The account of receipts and expenditure stands thus :—

Receipts.	1882 83.	1883-84.
	Rs.	Rs.
Municipal grants	54,366	61,412
Subscriptions and donations	2,61,230	3,01,166
Fees	1,82,042	2,03,363
Endowments	87,818	87,199
Total ...	5,85,156	6,53,140
Expenditure.		
Direction	36,605	36,865
Inspection	2,16,614	2,21,905
Instruction	17,14,498	18,35,212
Building grants	1,26,208	1,18,435
Miscellaneous, including scholarships ...	78,160	82,520
Total ...	21,72,085	22,94,937

The total cost falling on Government was Rs. 16,41,797, the balance (Rs. 6,53,140) being met from other sources. It is observed that municipalities were more liberal with grants than in the preceding year; and the increased income from fees is viewed with satisfaction. The income (Rs. 2,03,363) from this latter source amounted to 8·8 per cent. of the total expenditure (Rs. 22,94,937) upon education, and was contributed as follows:—

University education...	Government institutions	...	5·8 per cent.
	Aided ,,	...	6·9 ,,
	Unaided ,,	...	11·7 ,,
Secondary ,, ...	Government ,,	...	9·2 ,,
	Aided ,,	...	25·1 ,,
	Unaided ,,	...	16·3 ,,
Primary ,, ...	Government ,,	...	4·4 ,,
	Aided ,,	...	2· ,,
	Unaided ,,	...	3·5 ,,

The proportion of income derived from fees out of the total expenditure on education is comparatively small; and it seems to vary considerably in different institutions and different classes of schools. I am to request that in next year's report the subject of fee income may receive from you somewhat closer analysis than in the report now under review.

10. The system of control, described in paragraphs 12 to 17 of the report, underwent little change in the past year. In the matter of primary and, in a less degree, of secondary education, the initial authority rests chiefly with the local boards, district and municipal, assisted and advised by the officers of the Department. It is stated in paragraph 17 that these bodies, with some few exceptions, have been active and careful in superintending, inspecting, and improving the schools committed to their charge,

and have generally co-operated harmoniously with the departmental officers. But it would appear from the 1st paragraph of the introduction to the reports of district boards (page 1B.) that these good results were chiefly due to the labours of the official members of the boards, and that non-official agency had yet to be fully exerted in the extension and encouragement of public education. The Lieutenant-Governor and Chief Commissioner trusts, however, that with the better organisation and increased powers of local boards, and under the guidance and encouragement of the official members and officers of the Department, this important part of their duties will gradually be taken up and fulfilled by non-official members of the boards. The extracts from the report of the Inspector of the Allahabad Circle give some ground for believing that the discovery of defects and shortcomings had not always been followed by their removal, or by such steps toward their remedy as lie within the power of the local authorities. It seems almost unnecessary to say that departmental inspection, which must be confined chiefly to the educational aspect of the schools, needs to be supplemented by local management and organisation, and that the recommendations and criticism made by the Inspector of the Circle should receive systematic attention, since unless they are regularly considered and acted upon, his labour must be for the most part lost.

11. During the year 1883-84 university education was imparted at 17 institutions, being four in excess of the number open in the previous year. Of the new additions to the list one was the girls' school at Allahabad, which had a college class containing eight students, reading for the first arts licentiate. The success is also noticed of two girl graduates, who, though passing elsewhere, received their early education in the schools of this province. The Agra College now appears on the returns as an aided institution with fuller classes and more economical and, it is hoped, efficient management; and if this improvement is sustained, the trustees and managers may be congratulated on having set an excellent example, and on having rendered a substantial service to the cause of education.

12. The results of the university examinations for 1883-84 show on the whole an improvement, though in the case of two or three of the colleges they may not have fully realised the expectations formed. Including candidates passed at the supplementary examination in May, the total numbers stand thus:—

	Passed in 1882-83.	*Passed in* 1883-84.
First Arts	51	98
Bachelor of Arts	28	33
Master of Arts	7	7
	86	138

Success in the F. A. examination was very marked, the percentage of passed candidates in it being high. The Muir College and Canning College as usual headed the list in the University examinations. In the M. A. examination the Muir College achieved the creditable result of passing all its five candidates, while its percentage of success in the F. A. examination was also excellent, 20 out of 30 candidates having passed, 8 of whom were

placed in the 1st division. The Agra College had probably not been long enough at work under its altered conditions to reach the desired standard of success at the university examinations, while the Bareilly College classes* had not yet commenced to send up candidates. Judged by the figures submitted for the Benares College (exclusive of the Sanskrit department), the condition of that institution requires special attention. During the year 1883-84 the number of students attending it seems to have fallen off, and the results of the examination in the F. A. and B. A. standards, even if those for the supplementary examination of May, 1884, be included, was unsatisfactory. The failure of so many of the students in English was not creditable, and I am to request that a more particular account of the precise circumstances and causes of failure than appears in your report may be obtained and submitted. The oriental colleges (Benares, Aligarh, and Lucknow) are reported to have been working satisfactorily. After the close of the year a scheme for restoring the Anglo-Sanskrit department of the Benares College was matured and sanctioned. The scheme aims at bringing the results of Western research within the reach of oriental students, without abandoning the traditional method of the pandits, and its progress will be watched with interest.

13. The number of secondary schools of each class which were open during the year and the number of scholars on the rolls at the close of the year are thus shown :—

		No. of schools.	Attendance.
Boys' Schools.			
A. English.			
Government	1882-83	68	3 046
	1883-84	68	3,439
Aided	1882-83	71	3,082
	1883-84	84	3,758
Unaided	1882-33	5	88
	1883-84	3	80
B.—Vernacular.			
Government	1882-83	419	3,797
	1883-84	418	4,348
Aided	1882 83	8	263
	1883-84	9	278
Total	1882-83	571	10,276
	1883-84	582	11,903
Girls' Schools.			
English aided	1882-83	13	370
	1883-84	18	509
Vernacular aided	1882-83	2	48
	1883-84	...	...
Total	1882-83	15	418
	1883-84	18	509

There was here a gain both of schools and scholars to which the aided classes considerably contributed. Sir Alfred Lyall has elsewhere expressed his opinion that the legitimate development of secondary education in the North-Western Provinces and Oudh must be sought in extension of the grant-in-aid system, and he notices with satisfaction the progress (small though it be) made in this direction in 1883-84. The increase in secondary schools, however, did not in every case represent the foundation of new institutions. The number was also swelled by the promotion to a higher grade of good primary schools where a popular demand had arisen for higher education. On the whole there are indications in the report of a growing appreciation of secondary instruction and increased popularity

* The subscription given by Rája Jagat Singh for the revival of this College was Rs. 20,000, not Rs. 2,000 as printed in the report, paragraph 34.

of English schools, and no doubt this impulse gained some force from the knowledge that the Local Government has recently issued fresh instructions insisting on the uniform maintenance of the rules requiring a definite educational qualification for Government service.

14. English schools are divided into high and middle, the former teaching up to the university entrance standard, and the latter preparing pupils only for the departmental anglo-vernacular examination. The total number of English schools in 1883-84 was 155, but the proportion belonging to each class is not stated in the report. In future this should be done. The results of the university entrance examination are thus shown :—

	No. of schools competing.	No. of candidates.	No. passed in				Total percentage of success.
			1st division.	2nd division.	3rd division.	Total.	
Government schools	24	285	11	81	32	124	52 7
Aided "	31	281	28	67	35	130	46 2
Unaided "	9	63	11	16	9	36	57 1
Total ...	64	579	50	164	76	290	50 08

Out of 579 candidates 290 passed, being a percentage of 50·08, compared with 53·66 for Bengal and 49·73 for the whole Presidency. The proportion of candidates who passed in the 1st division is higher than last year, a result claimed as indicating more careful tuition. The aided schools were less successful in the percentage of their passed candidates than the Government institutions, though the classification of their passmen was more favourable. Among the Government schools the Allahabad district school was most conspicuous for the success of its candidates and the Muhammadan Anglo-Oriental College of Aligarh among the aided institutions. The unaided schools did best of all, having passed both the highest percentage of candidates and the largest proportion in the 1st division. The High School at Mussoorie in particular gained the very creditable distinction of passing all its 16 candidates and placing 11 in the 1st and 5 in the 2nd division. It would be useful, if possible, to show the number of students forming the classes from which candidates go up for examination (that is, the number of students who might compete), as well as the number of candidates who actually compete; and I am to request that this may be done in next year's report, not only for the university examinations, but for the examinations in all the different standards of education.

15. The returns for the middle class anglo-vernacular examinations are thus summarised :—

	No of schools competing	No. of candidates.	Passed in				Percentage of success.
			1st division	2nd division.	3rd division	Total.	
Government schools ...	37	459	154	171	15	340	74·
Aided " ...	41	428	61	116	22	199	46·
Unaided " ...	34	139	26	35	6	67	48·
Total ...	112	1,026	241	322	43	606	58·

A striking superiority is shown in the work of the Government schools. The Allahabad district school stood first on this list also, with 24 candates all successful. Muttra did almost as well, and the Bareilly, Farukhabad, Sháhjahánpur, Bánda, and Benares district schools display creditable results. Rae Bareli and Hardoi appear by this test the best of the Oudh schools, while among the lower grade district schools Jaunpur, Bijnor, and Bulandshahr ranked well.

16. The results of the middle class vernacular examinations are given in full detail on pages 17-20 of the report and are summarised in the following table :—

	No of schools competing.	No. of candidates.	Passed in				Total percentage of success.
			1st division.	2nd division.	3rd division.	Total.	
Government schools ...	384	1,381	317	404	65	786	57·
Aided " ...	14	61	9	7	3	19	31·
Unaided " ...	43	266	20	32	14	66	25·
Total ...	441	1,708	346	443	82	871	51·

Under "unaided" were included teachers and persons already in Government employ who are required by the rules to qualify by the test. In this examination also the pupils of the Government schools far excelled those taught in aided institutions or privately instructed. The condition of a few of the schools of the latter class in the Benares Division, notably of Jai Narain's High School, Benares, which is reported to receive a handsome grant-in-aid, and the London Mission School, Mirzapur, evidently calls for very special inquiry and measures for amendment on the part of the managers. As already observed, there was an increase in the expenditure on this class of schools, but it does not seem to have been followed at once by a proportionate improvement either in attendance or in educational efficiency. The grant-in-aid rules are now under revision, and in dealing with them the present figures may be usefully considered.

17. A comparison of the results of the departmental examinations of 1883-84 with those for the preceding year's examinations would be misleading, because the standard has been materially altered; but the figures given in the 47th aud 55th paragraphs of the report show that, even measured by the old standard, an advance was made. It would be premature to discuss a return to a standard of marks which has been so recently altered till, at least, a trial has been made, if necessary, of increased stringency in the quality of the questions set and in awarding marks. Judged by the examination lists generally, the Oudh high and middle schools still fall below the standard of the North-Western Provinces.

18. The condition and progress of the various secondary schools of the provinces are illustrated by extracts, occupying 50 pages of the report, from narratives by the Divisional Inspectors of Schools and the headmasters of schools. Generally speaking exclusive of the Allahabad

Division, these local reports contain satisfactory indications of the progress and popularity of the schools. The work done by the Inspectors in examining seems to have been satisfactory; and the reports submitted by Mr. Lloyd, Inspector in the Agra Division, and by Mr. Nesfield, Inspector in Oudh, may be especially noted as indicating careful inspection and a good grasp of the state of secondary education in their divisions. It is understood that you have issued suitable orders, or taken steps, in such matters requiring amendment or assistance brought to notice in these reports, as are within your competence as the official head of the Department. In the Agra College School it was found necessary to reduce the number of pupils on account of the insufficiency of accommodation, a cause apparently not regretted by the local authorities, because in Agra there are other privately-managed schools available where good secondary education may be obtained. In Etah, a surveying class founded by Raja Shankar Singh and attached to the district school, worked with success and attracted many pupils. The example might usefully be imitated elsewhere. At the Lodhipur Orphanage in Sháhjahánpur industrial classes in which handicrafts are taught form a useful adjunct to the middle class anglo-vernacular schools, and though the examination returns for the school were not very good in 1883-84, the good and practical work done by this institution may be commended. The Government Sanskrit School at Ajudhia continues to make progress, but it is hoped that this is not at the expense of the indigenous *patshalas* at Ajudhia, which the Government school is designed to supplement, not to supplant. The difficulty of procuring and retaining competent teachers, which is conspicuous in the case of primary schools, influences the lower grades of secondary institutions also. The subject is specially referred to by the Inspectors of both the Allahabad and the Kumaun Divisions as affecting the progress of education. Probably to this, as much as to any other single cause, may be attributed the very backward state of the middle class vernacular schools of the Allahabad Division, since the same deficiency is not observed in the English schools of the division. The difficulty has been observed in previous years; and it must continue to exist till these appointments can be made more attractive in point of pay and prospects. Some attention seems to have been paid to the more careful grading of schools in the manner suggested in paragraph 11 of the review by Government of last year's report; but the action of the Deputy Inspector of Bulandshahr, noticed in paragraph 78 of the report, should not be repeated.

19. The total amount of fee expenditure in secondary schools rose from Rs. 70,768 in 1882-83 to Rs. 1,02,055 in 1883-84, an increase denoting, in a satisfactory manner, the willingness of the people to contribute towards higher education. But it is worthy of observation that in boys' schools the fees amounted to Rs. 68,791, or 14 per cent., out of a total expenditure of Rs. 4,89,652; whereas in girls' schools, which cost altogether only Rs. 66,730, no less than Rs. 33,264, or 49·8 per cent., were paid as fees.

20. The following table shows the number of primary schools of each class and the total number of pupils borne on the rolls at the close of the year :—

	No. of schools.		Attendance.	
	1882-83.	1883-84.	1882-83.	1883-84.
Boys' Schools.				
English.				
Government	74	76	6 971	7,235
Aided	77	85	8,615	10,364
Unaided	12	15	516	793
Vernacular.				
Government	5,312	5,380	1,92,160	2,01,210
Aided	59	60	2,841	3,016
Unaided	29	22	555	704
Total ...	5,563	5 638	2,11,658	2,23,822
Girls' Schools.				
English.				
Government	...	...	...	...
Aided	20	19	1,526	1 373
Unaided	1	1	20	23
Vernacular.				
Government	144	168	3 535	3,831
Aided	119	126	3,411	3,813
Unaided	21	20	484	507
Total ...	305	334	8 976	9,547
Grand Total ...	5 868	5,972	2,20,634	2,32,869

There was, as compared with the foregoing year, an increase of 104 in the number of schools and of over 12,000 in the number of pupils. Unaided schools fell off slightly in number, but they improved in attendance. Government vernacular schools show the greatest advance, while the progress of English-teaching schools was most rapid among the aided institutions. The improvement noted was, however, not equal throughout the province. In the Jhánsi and Kumaun Divisions no marked advance has been made, while in some of the districts of the Allahabad Division the number of schools and the attendance at them diminished, and the reports of the Inspector furnish abundant evidence that in those districts the primary schools were not, any more than the secondary schools, in an efficient and forward condition. Apathy and ignorance on the part of the people, as well as a sparse and scattered distribution of the population, may these account for the comparatively backward state of popular education, but in themselves they do not furnish a sufficient explanation of retrograde movement. The people are not more apathetic than they were before and they certainly should be less ignorant; so that it is impossible to avoid the conclusion that incompetent teachers, inefficient supervision, and repeated failure or continued neglect to remedy recognised defects and abuses, must have something to say to a state of educational affairs not observed under better administration in neighbouring districts. The condition of the primary schools in the Allahabad Division, and the necessity for more energetic and competent Deputy Inspectors, have formed the subject of separate correspondence. The action suggested in the instructions therein already laid down, if duly carried out and, if necessary, further enlarged, will, the Lieutenant-Governor and Chief Commissioner hopes, prevent the continuance of the unfavourable symptoms now noticed.

21. With some exceptions, the Deputy Inspectors and Sub-Deputy Inspectors throughout the provinces appear to have worked zealously and

well. Much of the efficiency of the teaching in primary schools must depend on the active supervision of these officers, while the co-operation of non-official and other members of local boards would naturally be directed more to the discipline and organisation of schools and the maintenance of the buildings. The reports submitted to you and quoted in your report seem generally to explain fully and carefully the state of the primary schools in each district, that submitted by Mr. Nesfield, Inspector in Oudh, being specially marked by thorough appreciation of the condition of his Circle.

22. The results of the upper and lower primary examinations by which these schools are tested is thus shown :—

	No. of examinees.		Passed.		Percentage of success.	
	1882-83.	1883-84.	1882-83.	1883-84.		
Boys	41,737	47,098	25,358	28,399	60·	60·
Girls	1,257	1,027	688	491	55·	48
Total ...	42,994	48,125	26,046	28,890	60·	60·

Improvement is here indicated by the much larger number of pupils who presented themselves for examination, the percentage of success being practically the same as in 1882-83. In Oudh the primary schools both advanced in the number of scholars and reached a higher educational standard than they had attained in any previous year; and in some localities the progress made rendered it necessary to strengthen the teaching staff. Throughout the North-Western Provinces and Oudh generally a good deal remains to be done towards securing a sufficient supply of properly qualified and competent teachers and in weeding out inefficient and untrustworthy men not only in this class but also in the lower grades of inspecting officers. As the grant-in-aid system developes, increasing importance must attach to thorough efficiency of inspection.

23. The only special schools under the Educational Department are the Normal schools for the training of masters and mistresses of vernacular schools. These underwent a decrease of 9 by the substitution in Oudh of a separate Normal school at the head-quarters of each division for the normal classes in which this training has hitherto been imparted in each district school. The arrangement cannot fail to add to the efficiency of the teaching. Generally the Normal schools throughout the province have worked well. Their organisation is a matter of very great importance, because on it depends the supply of properly-trained teachers for vernacular schools. No account is given in the report of the two aided industrial schools in Gorakhpur and Benares, which find a place among special schools.

24. Female education made some progress during 1883-84, but its growth must necessarily be very slow. It seems to have at present a somewhat more promising prospect in Rohilkhand than elsewhere in the North-Western Provinces. In the Bareilly district ten new girls' schools of the primary grade were opened during the year under report. An interesting account is given of the Lál Bágh Girls' School at Lucknow, managed by the American Mission; and while little can be said for the

progress of the Government female schools elsewhere in Oudh, the report upon the Government schools in Lucknow under the control of Miss D'Abreu is most satisfactory. The scarcity of qualified teachers is felt even more in the case of girls' than of boys' schools. The classes for females at the Agra Medical School open out a new and very useful employment for educated women, and the Lieutenant-Governor is glad to have been informed of the promise of success attending them.

25. The code of regulations for European and Eurasian schools has, with some modifications, been now provisionally adopted for these provinces, and the present report contains much useful information concerning its probable effect on the schools now in receipt of grants-in-aid. In some cases a rigid application of its provisions may be attended with serious injury to the schools, and it may be found necessary to permit some relaxation of the rules. But in other cases the school income will be considerably increased under the new system, and the report would seem to indicate that in several instances, where a contraction of the present grant is anticipated, this would be due not to the excessive stringency of the code, but to defects in the schools themselves or in the habits of the pupils. For instance, in the two Agra schools and in the Allahabad city free schools, where failure in regularity of attendance and discipline exists, the remedy is in the hands of the managers, masters, and pupils; and the result system will do a useful work if it enforces greater punctuality in attendance and more studious habits.

26. In 1883-84 there were in the North-Western Provinces and Oudh 26 aided schools for European and Eurasian boys and 12 for girls, besides private schools for which no returns were received. The provinces are now fairly well supplied with schools of this class; free education is provided for the really indigent; and there is little reason, save the indifference of parents, why any European or Eurasian children should remain uneducated. The following table shows the progress made in the year under report :—

	No. of schools.	No. of pupils.	Cost.	
			Private sources.	Grant-in-aid.
		Boys' Schools.		
			Rs.	Rs.
1883-84	26	1,518	82,372	41,125
1882-83	20	1,144	65,573	36,148
		Girls' Schools.		
1883-84	12	837	81,550	26,252
1882-83	7	603	44,922	19,800

A scheme for establishing an industrial free school at Allahabad for indigent and orphan children of European and Eurasian parentage is at present under consideration.

27. The Wards' Institution at Benares was closed at the end of 1883. Arrangements are being made for opening at Agra, where instruction can be given at the Agra College, a similar institution for wards of court and the sons of large native landholders. The promoters of the resuscitation

of the Bareilly College have also resolved to found a separate boarding-house for boys of this class in connexion with the College there. Twelve wards are at present under instruction in the Muhammadan Anglo-Oriental College, Aligarh.

28. Several new text-books were published during the year; among them are a translation of Dr. W. W. Hunter's *Brief History of the Indian People;* the *Guldasta-i-Dánish,* a Persian compilation by M. Muhi-ud-din, and a set of Hindi *Readers* by Pandit Rama Shankar Misra, M.A. The sale of vernacular school books has been very large. It is no longer confined to the departmental depôts, and arrangements are being considered for removing from the Government Press the printing of all school books except those of which Government holds the copyright.

29. The report contains no information on the subject of scholarships.

30. The appendix contains very full extracts from the reports of the various district boards, which, giving a survey of the year's operations, indicate, on the whole, careful management and contain many good and thoughtful suggestions. To a considerable extent these reports still continue to represent the views and efforts of the district staff and the official members only. As already observed, independent non-official members do not appear to have displayed as active an interest in the work, or to have taken as full a share in the organisation and supervision of the Boards' schools, as might have been expected under the present system. The value of such assistance is acknowledged in the Bareilly report, and all district officers would do well to impress on the Boards the necessity for active co-operation on the part of all members, and, as far as possible, some definite distribution and assignment to them of the work might be effected. The subject should be prominently noticed in the next annual report.

31. The Lieutenant-Governor, in conclusion, desires to acknowledge your long and honorable service in the Department of Public Instruction under this Government, and to record his appreciation of the distinguished attainments in Oriental literature and scholarship by which your name is known far beyond the limits of these Provinces.

I have the honor to be,

SIR,

Your most obedient servant,

J. R. REID

Chief Secy. to Govt., N.-W. P. and Oudh.

REPORT

ON

PUBLIC INSTRUCTION

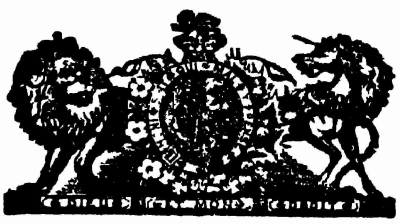
IN THE

NORTH-WESTERN PROVINCES AND OUDH,

FOR THE YEAR ENDING 31ST MARCH, 1885.

BY E. WHITE,

Director of Public Instruction, N.-W. P. and Oudh.



ALLAHABAD:

NORTH-WESTERN PROVINCES AND OUDH GOVERNMENT PRESS.

1885

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ERRATA TO THE NORTH-WESTERN PROVINCES AND OUDH EDUCATIONAL REPORT, 1884-85.

Subsidiary Form No. 2—(Vernacular).

Column 11a.

		For	Read
Opposite to	Ghâzipur	'135'	'55'
Ditto	Benares Divisional Total	'442'	'362'
Ditto	Provincial Total, maintained by Local Fund Boards ...	'2,312'	'2,232'
Ditto	Grand Total, Provincial	'2,324'	'2,244'

Column 11c.

Opposite to	Ballia	'17'	'16'
Ditto	Benares Divisional Total	'122'	'121'
Ditto	Provincial Total, maintained by Local Fund Boards ...	'819'	'818'
Ditto	Grand Total, Provincial	'827'	'826'

Column 12a.

Opposite to	Benares	'65'	'31'
Ditto	Ghâzipur	'238'	'70'
Ditto	Mirzapur	'142'	'56'
Ditto	Benares Divisional Total	'805'	'517'
Ditto	Provincial Total, maintained by Local Fund Boards ...	'3,220'	'2,932'
Ditto	Grand Total, Provincial	'3,239'	'2,951'

Column 12b.

Opposite to	Ghâzipur	'84'	'40'
Ditto	Mirzapur	'78'	'17'
Ditto	Benares Divisional Total	'413'	'308'
Ditto	Provincial Total, maintained by Local Fund Boards ...	'1,791'	'1,686'
Ditto	Grand Total, Provincial	'1,801'	'1,696'

Column 13a.

Opposite to	Benares	'160'	'55'
Ditt	Ghâzipur	'773'	'119'
Ditto	Benares Divisional Total	'1,624'	'865'
Ditto	Provincial Total, maintained by Local Fund Boards ...	'5,480'	'4,721'
Ditto	Grand Total, Provincial	'5,519'	'4,760'

Column 13b.

Opposite to	Ghâzipur	'259'	'64'
Ditto	Benares Divisional Total	'710'	'515'
Ditto	Provincial Total, maintained by Local Fund Boards ...	'3,399'	'3,204'
Ditto	Grand Total, Provincial	'3,419'	'3,224'

Subsidiary Form No. 6—(Vernacular).

Column 10a.

Opposite to	Mirzapur, maintained by Local Fund Board	'457'	'125'
Ditto	ditto ditto by Municipal Board	'12'	'3'
Ditto	ditto Total (District)	'469'	'128'
Ditto	Benares Division Total (Divisional) maintained by Local Fund Boards	'1,691'	'1,359'
Ditto	ditto ditto ditto maintained by Municipal Boards	'15'	'6'
Ditto	Benares Division Grand Total	'1,706'	'1,365'
Ditto	Provincial Total, maintained by Local Fund Boards ...	'9,246'	'8,914'
Ditto	ditto ditto ditto by Municipal Boards ...	'109'	'100'
Ditto	Provincial Grand Total	'9,355'	'9,014'

Column 10b.

Opposite to	Mirzapur, maintained by Local Fund Board ...	'188'	'38'
Ditto	ditto ditto by Municipal Board	'10'	'2'
Ditto	ditto District Total	'198'	'40'
Ditto	Benares Divisional Total, maintained by Local Fund Boards	'730'	'580'
Ditto	Benares Divisional Total, maintained by Municipal Boards,	'10'	'2'
Ditto	ditto Grand Total	'740'	'582
Ditto	Provincial Total, maintained by Local Fund Boards ...	'4,640'	'4,490'
Ditto	ditto ditto by Municipal Boards ...	'56'	'48'
Ditto	ditto Grand Total	'4,696'	'4,538'

SUBSIDIARY FORM No. 8—(VERNACULAR)

Column 10a.

		For	Read
Opposite to Mirzapur, maintained by Local Fund Board	...	'3'	'...'
Ditto District Total	...	'3'	'...'
Ditto Divisional Total, maintained by Local Fund Boards	..	'8'	'5'
Ditto Divisional Grand Total	...	'8'	'5'
Ditto Provincial Total, maintained by Local Fund Boards	...	'44'	'41'
Ditto Grand Total	...	'41'	'41'

Column 10b.

Opposite to Mirzapur, maintained by Local Fund Board ...	...	'3'	'...'
Ditto District Total	...	'3'	'...'
Ditto Divisional Total, maintained by Local Fund Boards	...	'5'	'2'
Ditto Divisional Grand Total	...	'5'	'2'
Ditto Provincial Total, maintained by Local Fund Boards	...	'24'	'21'
Ditto Grand Total	...	'24'	'21'

LIBRARY 1886 OUDH

REPORT

ON

PUBLIC INSTRUCTION IN THE N.-W. P. AND OUDH,

For the Year ending the 31st March, 1885.

SECTION I.—GENERAL AND STATISTICAL SUMMARY OF THE YEAR'S OPERATIONS.

GENERAL AND STATISTICAL SUMMARY OF THE YEAR'S OPERATIONS.

1. The present report is characterised by an entire change in the annual statistical forms. By Resolution of the Government of India No. $\frac{9}{388\text{-}58}$, dated the 29th October, 1883, a set of revised *general tables* was prescribed, and it became necessary to adopt subsidiary forms for these Provinces, drawn up on the same principles. The present set of 10 subsidiary forms received the sanction of the Government of these Provinces in letter No. $\frac{704}{III\text{-}7\text{-}29}$, dated the 3rd October, 1884, from the Chief Secretary to Government to the Director of Public Instruction.

The principal changes affect the classification of the Schools and the treatment of the several sections of a school. Each school is now considered as a unit, and the several sections into which its classes are distributed are shown under the heads of *high, middle, upper* and *lower primary*. The only exception to this is found in the case of college classes; where these have been added to a school, they are shown separately as colleges.

The schools themselves are classed as secondary and primary, all being included in the latter class except those which have pupils above the primary stage. A sub-class of each of these main groups is formed with reference to the *management* of the school: those under this department or the local or municipal boards are considered to be under *public* management, and all others under *private* management. Thus each of the two main groups of schools falls into the following sub-divisions :—

Schools under public *Management for boys.*

(*a*) English. | (*b*) Vernacular.

Schools under private *management for boys.*

(*a*) English. | (*b*) Vernacular.

A similar classification of schools for girls also results. Thus 8 forms were required, each with a sub-division into English and Vernacular.

2. But a school under *private* management may be a *public* school if, firstly, the course of study conforms to the standards prescribed by this department or the university, and, secondly, if it is inspected by this Department or presents pupils at the departmental or university examination (*a*). This classification, then, based on the course of study, will render the term *public* school applicable to every aided institution and to every one of the unaided school also which has sent in returns (except the indigenous schools): they all prepare pupils, or profess to do so, for the examinations of this department or of the university, and consequently the course of study necessarily conforms to the standards laid down for these examinations. Under the definition of public school as above the Martinière boys' school at Lucknow is a *private* school, for I understand the scholars are no longer prepared for the university examination nor for the examinations of this department.

In the following report it will be convenient to use the term *public school* in the sense of a school under public management.

3. A portion of the expenditure on schools is shown in the subsidiary forms as met from provincial revenue and a portion from local rates and cesses. It is necessary to show here in what form the point of view of this department this distinction consists.

The financial position of the District Board is determined by the Resolution of Government, North-Western Provinces and Oudh, dated the 25th February, 1885. This sets forth the liabilities of the Boards for the expenses of the educational and other institutions made over to them, and then proceeds to allot to them the income from these institutions and the following :—

I.—(*a*) So much of the district share of the rates levied under Acts 3 and 4 of 1878 as remains after superior claims have been satisfied, and (*b*) certain

(*a*) See report of the Sub-Committee appointed to revise the annual returns which was appointed under Resolution of Government of India (Home Department) No. $\frac{2}{III\text{-}13}$, dated 13th February, 1882.

GENERAL AND STATISTICAL SUMMARY OF THE YEAR'S OPERATIONS.

revenue cesses. The rates and cesses are levied precisely as the land revenue.

II.—Assignments from the general provincial fund to make up the sum required to balance the liabilities.

But the allotment (*a*) is an assignment from the provincial fund to which the proceeds of the local rates have been credited, and is merely the minimum amount of that fund which the district can claim. Hence both (*a*) and II constitute an allotment from the general provincial fund, the first specifying the amount which is literally due to the district, and the second the balance required to meet the charges of all establishments transferred. The revenue cesses (*b*) in Oudh are credited to the district fund and are not distinguishable *from the Board's position* from an allotment out of the general provincial fund which would have been made had they not been placed to the Board's credit. If the municipal committees make any allotment to the institutions under the Boards, these are credited to the district fund. But they are invariably made for specific schools and constitute genuine local contributions.

Thus the district school fund administered by the Board consists of an allotment made from provincial funds, together with *local contributions*. But in the case of each school the amount which is derived from local contributions is shown in the forms separately under the headings *fees, municipal allotments, endowments* and *subscriptions*; and the balance is the amount charged to that portion of provincial funds allotted to the Board. Hence the distinction between the amount shown as drawn from local rates and cesses, and the amount shown as drawn from provincial revenues, consists as far as this department is concerned in this, that in the first case the sum of provincial money is credited to the board, and then to the school, and in the second, it is directly credited to the school. Thus the distinction is not one referring to the source from which the fund is derived but to the authority by which it is administered. But all institutions which are charged to local funds are not under the control of the Boards, *e.g.*, the 36 zila schools and the special schools for training teachers are in no way under their control, though shown as maintained by the District Boards. The debit heads have been determined by the necessities of provincial finance, and correspond neither with source of income not control.

But from the point of view of this department, the essential distinction is between the *local contributions* to the school fund and the allotments from the general provincial fund: we require to know the extent to which the *people are taxing themselves* for the education of their children, and the extent to which the general provincial fund is burdened for the purpose. In distinguishing therefore between the sources whence the expenditure on schools is met, it will generally be sufficient to class provincial expenditure and local rate and cess expenditure under one head as distinguished from the *local contributions*, shown under the heads of fees, municipal allotments, endowments and subscriptions. Between these two groups the distinction is radical and very important.

4. It may be well also to indicate here the difference between the school boards in England and the district school boards which have been constituted in these provinces. This difference arises mainly from the source of the funds administered: the school board here is a committee appointed to administer an allotment from the provincial funds, the school board in England is a body appointed to administer funds which the members and other parishioners contribute, but which are supplemented by grants-in-aid from the Education Department. The parallel to the English School board is the managing committee of an aided school; but the district board in these provinces has stepped into the place of the Education Department itself as an administrative body charged with expending public funds. A school board in England receives from the Government a sum strictly in proportion to the amount which the board itself contributes, but liable to enhancement or abatement according to the efficiency or otherwise of the school. A district (school) board in these provinces receives the allotment which was previously made over to the Director of Public Instruction to administer, and just as the Director followed or not the advice of the Inspectors of schools, so do the boards now. The only portion of the Education Department's functions to which the boards have not succeeded is the determination of the course of tuition.

5. The most important schools under the boards' *management* are the middle vernacular schools (tahsili or town) and the village (halkabandi) schools. These number 5,439. The following statement shows the schools under the management of the boards:—

	No. of schools.	*No of scholars.*	*Public revenue expenditure.* Rs.
Town and tahsili schools (secondary vernacular for boys)	429	36,041	1,41,747
Village schools (primary schools for boys),	4,851	1,70,270	4,90,703
Girls schools	159	3,604	16,322
Total ...	54,391	2,09,915	6,48,772

GENERAL AND STATISTICAL SUMMARY OF THE YEAR'S OPERATIONS.

6. *General Statement for the year* 1884-85.

Class of institutions.	Number of institutions.	Number of scholars.	Expenditure. Public revenues.	Municipal revenues.	Fees.	Subscriptions.	Endowments, &c.	Total.
			Rs.	Rs.	Rs.	Rs.	Rs	Rs.
BOYS.								
For University education ...	(a)17	1,041	1,36,890	5,138	17,352	2,755	76,142	2,38,277
" Secondary " ...	566	61,473	4,57,693	33,677	1,40,753	35,352	1,50,814	8,18 289
" Primary " ...	10,002	2,45,312	5,19,077	24,901	96,846	87,382	49,775	7,77,981
Total ...	10,585	3,07,826	11,13,660	63,716	2,54,951	1,25,489	2,76,731	18,34,547
GIRLS								
For University education ...	...	...	...	...	...	...	...	...
" Secondary " ...	16	1,354	34,896	510	50,468	3,712	67,409	1,56,995
" Primary " ...	373	10,269	40,193	2,445	7,635	9,040	34,931	94,244
Total ...	389	11,623	75,089	2,955	58,103	12,752	1,02,340	2 51,239
Total of Boys and Girls ...	10,974	3,19,449	11,88,749	66,671	3,13,054	1,38,241	3,79,071	20,85,786
Schools for special instruction,	(b)27	1,438	52,883	...	2,095	1,920	3,642	60,540
GRAND TOTAL ...	11,001	3,20,887	12,41,632	66,671	3,15,149	1,40,161	3,82,713	21,46,326

(a) The figures for Roorkee College are not included.
(b) Including schools for Patwáris, which are not under this department.

The above statement gives a general view of the classification of the scholars and the expenditure on tuition for the year. There were 3,20,887 scholars in various stages returned as under instruction during the year at a cost of Rs. 21,46,326. The girls under instruction numbered 11,623, of whom only 1,354 were above the elementary stage. Rupees 2,51,239 were expended on their education. The table shows that for every thousand boys in the primary stage 250 reached the secondary stage, and 4 the collegiate stage. The number of boys under instruction in all stages is 291 to every 10,000 males under 20 years of age.

The expenditure may be thus summarised:—58 per cent. was drawn from the public revenues, 3 from the Municipal Revenues, 15 from fees, 6 from subscriptions, and 18 from endowments and other sources.

7. *Comparative Statement of Education in the two years ending March,* 1884 *and* 1885 *respectively.*

INSTITUTIONS FOR MALES.

Class of institutions.		Number of institutions.	Number of Scholars.	Expenditure. Public Revenues	Municipal Revenues.	Fees.	Subscription.	Endowments &c	Total.
Government (Public).				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Colleges ...	1884	4	534	1,01,687	...	6.688	...	4,220	1,12,590
	1885	4	583	1,00,785	...	7,702	...	5,445	1,13,932
Secondary ...	1884	461	38,519	3,19 312	15,723	51,419	2,972	6.349	3,95,775
	1885	475	42,950	3,22,653	17,783	58,375	4,244	6.934	4,09,989
Primary ...	1884	5,027	1,67,130	4,91,338	23,662	4,973	1,472	1,908	5,23,353
	1885	4,988	1,68,669	4,94,860	21,407	4 453	1,580	1,130	5,23,430
Special ...	1884	10	383	44,317	...	4	...	208	44,529
	1885	10	380	45,381	...	12	...	142	45,535
Aided (Private).									
Colleges ...	1884	8	348	30,503	5,224	6,742	317	53.635	96,421
	1885	8	386	35,705	5,061	8,376	2,733	54,185	1,06,060
Secondary	1884	68	11,957	1,32,782	12,762	78,833	12,480	1,35,765	3,72,622
	1885	76	13,265	1,35,040	15,894	80,037	26,780	1,27,985	3,85,736
Primary ...	1884	86	5,295	19,027	2,540	8,165	4,266	16,160	50,158
	1885	115	6,409	24,217	3,494	10,864	13,022	18,016	69,613
Special ...	1884	2	76	1,200	...	...	300	1,302	2,802
	1885	2	63	1,200	...	..	...	1,818	3,018
Total ...	1884	5,666	2,24,222	11,40,166	59,911	1,56,819	21,807	2,19,547	15,98,250
	1885	5,678	2,32,705	11,59,841	63,639	1,69,819	48,359	2,15,655	16,57,313
Unaided (Private).									
Colleges ...	1884	Re	turns not	received.					
	1885	5	48	(a)400	77	1,274	22	16,512	18,285
Secondary ...	1884	3	496	...	...	1,312	636	8,565	10,503
	1885	15	1,959	...	...	2,341	4,328	15 895	22,564
Primary ...	1884	31	1,420	...	...	216	1,307	4,366	5,889
	1885	4,899	47,259	...	...	81,529	72,780	30,629	1,84,938
Indigenous ...	1884	5,901	59,078	Not	given.				
	1885	6,652	78,187						
GRAND TOTAL ...	1884	...	...	11,40,166	59,911	1,58,347	23,740	2,32,478	16,14,642
	1885	...	...	11,60,241	63,716	2,54,963	1,25,489	2,78,691	18,83,100

(a) This is portion of a grant to the *school* department which the Managers have credited to the College.

GENERAL AND STATISTICAL SUMMARY OF THE YEAR'S OPERATIONS.

INSTITUTIONS FOR FEMALES.

Class of institutions.		Number of institutions.	Number of scholars.	Expenditure. Public Revenues.	Municipal Revenues.	Fees	Subscription.	Endowments, &c.	Total.
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Government (Public).									
Secondary,	1884	...	...	...	...	...	...	...	...
	1885	...	...	...	...	...	...	...	...
Primary ...	1884	165	3,713	15,336	642	...	252	10	16,240
	1885	169	3,842	16,515	1,032	...	252	48	17,847
Special ...	1884	2	6	168	...	...	...	18	186
	1885	2	5	164	...	...	...	18	182
Aided (Private).									
Secondary,	1884	13	1,249	27,776	870	48,209	1,609	30,520	1,08,984
	1885	15	1,248	34,896	510	50,468	2,312	67,409	1,55,595
Primary ...	1884	142	4,571	21,152	1,260	2,937	4,259	27,842	57,450
	1885	149	4,800	23,678	1,093	7,503	6,644	32,560	71,478
Special ...	1884	2	199	2,880	...	955	...	3,565	7,400
	1885	2	231	2,880	...	1,148	1,920	1,664	7,612
Total ...	1884	324	9,738	67,312	2,772	52,101	6,120	61,955	1,90,260
	1885	337	10,126	78,133	2,655	59,112	11,128	1,01,699	2,52,714
Unaided (Private).									
Secondary,	1884	...	...	...	...	...	...	...	...
	1885	1	64	...	...	...	1,400	...	1,400
Primary ...	1884	17	393	...	...	13	949	1,031	1,993
	1885	55	1,363	...	320	132	2,144	2,323	4,919
Indigenous,	1884	27	538	...	Not given.		...	...	...
	1885	57	1,256						
GRAND TOTAL.	1884	...	...	67,312	2,772	52,114	7,069	62,986	1,92,253
	1885	...	...	78,133	2,955	59,251	14,672	1,04,022	2,59,033

In the above statement I give the statistics of the last two years for comparison. It will be seen that the number of boys in the Government schools has been nearly stationary, except in the secondary schools, where an increase of 4,431 or 11 per cent. is shown. There is an increase in the number of students studying at aided colleges from 348 to 386, and in the secondary schools the increase of 1,328 is equivalent to an increase of 11 per cent., the same rate of increase as in the Government schools of the same class.

The number of girls in the Government and aided schools increases from 9,738 to 10,126, showing therefore an increment of 4 per cent.

I give the figures for the unaided schools, but they have not been collected with sufficient method to make the comparison of the statistics for the two years of value, except in so far as showing no comparison can be made.

The expenditure on the *boys'* schools and colleges from public revenues has increased from Rs. 11,40,166 to Rs. 11,59,841, showing an increment of Rs. 19,675 or 1·7 per cent. The grants to aided colleges have increased from Rs. 30,503 to Rs. 35,705, an increase of 17 per cent.* There is also a considerable increase in the grants to private primary schools. The expenditure from public funds on institutions for *girls* is now Rs. 78,133, an increase of Rs. 10,821 or 16 per cent. over last year. The main increase is under the head of aided secondary schools.

8. In the following table the chief heads of expenditure are placed together for comparison.

* Bareilly College received a grant during only one month of the previous year; and Canning College has spent more of its grant on its College Department; hence the chief increase.

GENERAL AND STATISTICAL SUMMARY OF THE YEAR'S OPERATIONS.

Comparative Statement of Expenditure on Instruction in Institutions connected with the Department.

Class of institutions.	1883-84.			1884-85			Percentage of State expenditure of each class of institution.		Cost of educating each pupil.			
									Total.		Cost to Government.	
	State.	Other sources.	Total.	State.	Other sources.	Total.	1883-84.	1884-85.	1883-84.	1884-85.	1883-84.	1884-85.
Government.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.			Rs.	Rs	Rs.	Rs.
Colleges ...	1,01,687	10,903	1,12,590	1,00,785	13,147	1,13,932	8·42	8·41	210·8	195·4	190·4	172·8
Secondary ...	3,19,312	76,463	3,95,775	3,22,653	87 336	4,09,989	26·44	26·07	10·2	9·5	8·2	7·5
Primary ...	5,06,674	32,919	5,39,593	5,11,375	29,902	5,41,277	41·96	41·31	3·1	3·1	2·9	2·9
Special ...	44,485	230	44,715	45,545	172	45,717	3 68	3·67	114·9	118 7	114·4	118·3
Aided.												
Colleges ...	30,503	65,918	96,421	35,705	70,355	1,06,060	2·53	2·88	277·0	274·7	87·6	92·5
Secondary ...	1,60,558	3,21,048	4,81,606	1,69,936	3,71,395	5,41,331	13·30	13 73	36·5	37·3	12·1	11·7
Primary ...	40,179	67,429	1,07,608	47,895	93,196	1,41,091	3 33	3·57	10·9	12·6	4·0	4·3
Special ...	4 080	6,122	10,202	4,080	6,550	10,630	·34	·33	37·0	36·1	14·8	13·9
Total ...	12,07,478	5,81,050	17,88,528	12,37,974	6,72,053	19,10,027	100	100	7·6	7·8	5·1	5·1

NOTE.—In this table as elsewhere in this Report fractions of rupees are given in decimals instead of annas and pies. The statistics for the year ending March, 1884 are taken from the *new General* Tables in the report of that year.

The proportion of the total expenditure from public funds which is now devoted to Government schools of each class is lower than last year, a corresponding proportional increase having occurred in the amount allotted to aided institutions.

Taking the cost per scholar, we find that a student in a Government College was educated at the average rate of Rs. 195·4 against Rs. 210·8 during the previous year, and that there was a corresponding decrease in the proportion paid by Government. The average rate of expenditure in the Government secondary has, however, diminished and in the primary remained stationary. On the aided institutions the average cost to Government has increased considerably in the colleges, from Rs. 87·6 to Rs. 92·5, but diminution is found in the rate under the head of secondary schools.

9. The results may be summed up: there has been an extension of education more or less in all directions, while the proportion of the expenditure charged to the public revenue (Rs. 5·1 per scholar) has remained stationary.

CHANGE IN THE DATE OF THE ANNUAL EXAMINATIONS.

10. A considerable change has been introduced into the school year by the deferring of the annual examinations of this department and of the Calcutta University, from November-December to April. The examinations which sum up the school work of the year thus occurred after the close of the official year in March. For obvious reasons, however, it was expedient to include the results of these examinations in the present report, which has accordingly been deferred until they were available. The annual examinations of April now practically close the scholastic year, which begins in July, after the long vacation.

SECTION II.—CONTROLLING AGENCIES.

CONTROLLING AGENCIES.

11. Mr. Griffith was in charge of the duties of Director of Public Instruction during the first 8½ months of the year. He went on leave on the 17th December, when I succeeded to the office. The Muir College remained under the charge of Mr. Harrison, whose death occurred after the close of the year. The only change in professoriate was due to the return of Mr. S. A. Hill, Professor of Physical Science, from furlough, when Doctor Murray Thomson ceased to be connected with the college. The Benares College was under the control of Doctor Thibaut, Mr. Arthur Venis, M.A., continuing to officiate as Professor of English in place of Mr. Kibble on furlough. Mr. Goulding, Inspector of Meerut Division, took furlough in July and retired. The office was held for a short time by Mr. Welby and Maulvi Najm-ud-din, but in September Mr. Constable was transferred from Benares as permanent successor to the post. The Agra Division remained as usual in charge of Mr. Lloyd except during his three months' absence on privilege leave, when his Head-clerk carried on the current duties. The Rohilkhand Division was under the control of Munshi Durga Prasad, who retired on the 31st March. Mr. Dodd held the Allahabad Division throughout the year except during his absence on two months' privilege

CONTROLLING AGENCIES.

leave, when the current duties were carried on by the Deputy Inspector of Schools, Allahabad. Up to September Mr. Constable was in charge of the Benares Division, and from that date until November the duties of the office were carried on by the Deputy Inspector. In November Mr. Deighton returned from furlough and took charge of the Division.

12. The only change in the *system* of control arose from the necessity of placing one officer in charge of the inspection of the schools for Europeans, which are aided under a special grant-in-aid-code. In September Mr Constable was placed in charge of this work in addition to his ordinary duties as Inspector of the Meerut Division. To aid him in the latter the office of Assistant Inspector, Meerut Division, was created, but owing to delay arising from a discussion with the Government of India on the subject, the office was not filled up till March, when Munshi Piare Lal, Deputy Inspector of Muzaffarnagar, was appointed on probation.

UNIVERSITY EDUCATION

SECTION III.—UNIVERSITY EDUCATION.

ENGLISH ARTS COLLEGES.

13. The institutions preparing students for the examinations held by the Calcutta University may be arranged in two groups—1st, the Colleges, 2nd, the High Schools with college classes attached to them. The colleges proper are five in number, *viz.*, the Muir and Benares Colleges, which are entirely maintained by the Government; and the Canning, Agra, and Aligarh* Colleges which receive large grants. Five High Schools maintained classes for Calcutta University students. In one of these, that of Fyzabad, the expenditure was entirely borne by the Government; of the other four those of Bareilly and Saint George's College, Mussoorie, received special grants from Government for their college classes, and two maintained their classes without any special grants, *viz.*, the London Mission College at Benares, and Saint John's College at Agra.

The following statement shows the distribution of the under-graduates on the 31st March, 1885:—

Students at colleges.	1885.	1884.
Muir College, Principal, Mr. Harrison†	111	121
Canning College, Principal, Mr. M White	90	92
Agra College, Principal, Mr A. Thomson	43	52
Benares College, Principal, Doctor Thibaut	42	47
Aligarh College, Principal, Mr. Beck	39	47
Total Students ...	325	359
Students at High Schools.		
London Mission College, Benares	16	16
Bareilly College	13	12
Fyzabad College	12	12
Saint George's College, Mussoorie	9	No return.
Saint John's College, Agra	8	Do.
Total Students ...	58	
GRAND TOTAL ...	383	

Thus the number of University students amounted to 383 in all, of whom 325 were studying in colleges and 58 being prepared in college classes attached to high schools. The annual report for the year ending March, 1884, gives the number of students at the five colleges as 359 and at the first three of the other institutions as 40, making a total of 399. No return was made of the number in the College classes at St. George's and St. John's.

14. I am unable to institute any comparison this year between the expense of education in those of the five Colleges which are entirely under Government control, and those which are under private management, for the latter institutions maintain large collegiate schools, and I have not yet found an opportunity of examining the mode in which the managers have distributed the expenditure between the several departments under their superintendence. For a similar reason the expenditure at the Benares College cannot be fairly compared with that at the Muir College, because the Principal of the former has under his superintendence the great Sanskrit College with its Anglo-Sanskrit Department, containing now 428 students, more therefore than all the Arts Colleges of the Province together. To avoid therefore comparisons which may be misleading, I will merely point out that the Muir College expended Rs. 68,380 on the education of 115 students‡, and that therefore the average annual cost of each was Rs. 595. The amount paid in fees was, however, Rs. 5,745, very nearly Rs. 50 by each student, and thus the net cost was Rs. 545 a head.

* That is, the Muhammadan Anglo-Oriental College at Aligarh.

† Since the close of the year the Education Department has suffered a severe loss in the death of Mr Harrison, who had been Principal of the Muir College since it opened in 1872.

‡ That is, the average number on the rolls monthly during the year.

15. But though for want of sufficient data a comparison cannot be made of the expenditure in the five colleges, it may be made between the fee receipts of all except that at Aligarh, which is an institution of a peculiar character. The following is the comparison calculated on the average number on the rolls monthly during the year.

Average Annual Fee Payment of each Student.

	Rs.
At the Muir College	50
„ Benares „	42
„ Agra „	31
„ Canning „	20

The small average rate paid in fees at the Canning College is worthy of note. The subject of the fees payable in colleges is now under consideration, and the above figures are sufficient to show the necessity of their revision.

These figures show also the greater attraction which the Muir College (*a*) has for students: it was able to collect 115 students who paid an average of Rs 50 each in fees, while the Canning College which charged its students only Rs. 20 each could only bring its average monthly roll up to 93.

16. The examinations were held under the orders of the authorities of the Calcutta University during the month of April, but for reasons given in section 10 above the results will be shown together with the statistics of 1884-85. The examinations for the M. A. degree were deferred to November, 1885.

Results of Examinations of April, 1885.

College.	*First Arts.*			*Bachelor of Arts.*		
	Number in class.	Number passed.	Number in class to 1 pass.	Number in class.	Number passed.	Number in class to one pass.
Muir College ...	30	18	1·7	16	13	1·2
Benares „ ...	11	7	1·6	11	6	1·8
Agra „ ...	32	16	2·0	11	5	2·2
Aligarh „ ...	13	10	1·3	4	3	1·3
Canning „ ...	33	15	2·2	11	10	1·1
Total ...	119	66	1·8	53	37	1 4

In the above abstract I have given under the headings *number in the class* (1) the number of *second* year students who should have been prepared to pass the First Arts examination, and (2) the number of fourth year students who should have passed the examination for the B. A. degree. Instructions for making the return of these numbers were issued under my Circular No. 4 of 1885, dated 23rd March.

The Muir, Canning and Aligarh Colleges sent up all the students of their second year class, and Benares College all but one. The Agra College however returns only 17 out of a class of 32 as sent up. Similarly, the Muir and Benares Colleges sent up the whole of their fourth year students for the B. A examination, but Agra College returns only 5 as sent up out of 11, and Aligarh and Canning Colleges each failed to send up one of their eligible students. It appears to me that the fair way of estimating the result is to calculate the ratio of students who passed to the number who had completed the period of study which rendered them admissible to the examination: by a strict system of rejecting doubtful candidates a college may pass every candidate sent up. I have accordingly shown for each college the result on this principle.

The five colleges then had 119 students who might have entered the First Arts examination, and of these 66 passed, that is, 1 passed to every 1·8 on the class rolls. The best ratio of passes was obtained by the Aligarh College, *viz.*, 1 to 1·3 on the rolls, the worst by the Canning College, *viz.*, 1 to 2·2. According to these ratios for the First Arts the colleges will rank in the following order:—

1. Aligarh College.
2. Benares „
3. Muir College.
4. Agra „
5. Canning College.

The fourth year students returned as eligible for the B. A. examinations numbered 53, of whom 37 passed, giving 1 pass to every 1·4 students. The best result was attained by Canning College, *viz.*, 1 pass to 1·1, the worst by Agra, *viz.*, 1 pass to 2·2. The following is the order of rank with reference to the passes for B. A. degree:—

1. Canning College.
2. Muir „
3. Aligarh College.
4. Benares „
5. Agra College.

(*a*) The scholarships at the Muir College are more numerous, and this may be one of the chief elements of its greater attractive power.

UNIVERSITY EDUCATION.

The next point is the position of the passed students in the three divisions into which they are classified. The following is the statement :—

College.	F.A. Examination passed in.			B.A. Examination.	
	1st Division.	2nd Division.	3rd Division.	B.A.	Honours.
Muir	2	10	6	9	4
Benares	...	1	6	5	1
Agra	2	8	6	4	1*
Aligarh	...	5	5	3	...
Canning	...	9	6	7	3
Total ...	4	33	29	28	9

The Agra College has passed the largest proportion of its successful students in the first division at the F. A. examination, *viz.* 1 in 8, but the Muir College follows very close with the proportion of 1 to 9 The remaining colleges could not pass a single student in the first division, but Canning College passed 1 in 1·6 in the 2nd division, Aligarh 1 in 2, while Benares fell far behind with only 1 in 7. In the B. A. examination Muir College takes the lead by passing 1 in 3·2 with honours, followed closely by Canning College with the proportion of 1 in 3·3†. Among the Agra College students the proportion was 1 in 5, among those of Benares 1 in 6. Judging from these statistics, the quality of the Benares students was inferior to that of the others. Changes have been made in the college organisation and staff with a view to increased efficiency. (*a*)

17. I have thus compared the statistical results of the college work under five heads, and it will be of interest to bring them together to show which institution thus estimated has been the most successful.

This is shown in the following table:—

Order of merit.	Position according to—				
	Numbers enrolled.	Proportion of passes in F.A.	Proportion of passes in B.A.	Quality of passes in F.A.	Quality of passes in B.A.
1 ...	Muir ...	Aligarh ...	Canning ...	Agra ...	Muir
2 ...	Canning ...	Benares ...	Muir ...	Muir ...	Canning.
3 ..	Agra ...	Muir ...	Aligarh ...	Canning ...	Agra.
4 ...	Benares ...	Agra ...	Benares ...	Aligarh ...	Benares.
5 ...	Aligarh ...	Canning ...	Agra ...	Benares ...	Aligarh.

Thus Muir College comes out first under two heads and second under two also : it ranks first with reference to the number of its students enrolled and their quality as tested by the final examination. Next comes Canning College leading in the proportion of its students who passed the final examination, and standing very little lower than Muir College in their quality as shown by the Honours list. It is remarkable that the five Colleges take the same rank under the numbers enrolled as under the *quality* of the students who pass the B. A. examinations. Those colleges which attracted most numerous students showed the highest results. The rank taken by each college may be shown numerically, if we allot five marks to the first place under each head and one to the last and marks decreasing by unity between. The result will be as follows :—

Muir college obtains	21
Canning "	17
Agra "	14
Aligarh "	12
Benares "	11

If we had taken into consideration the ability shown by the several institutions in inducing students to pay for their education, the Muir College would have been still more unmistakeably at the head of the list.

Judged by the statistical results of the year, the relative merit of the five colleges is I think fairly shown by the order in which they stand in the last paragraph. How their work should be judged relatively to the moral and intellectual discipline they exercised over their students I am not at present prepared to say.

18. It remains to show the work done by the five high schools to which have been added classes of university students. Neither Bareilly nor St. John's School at Mussoorie had pupils who had completed their two years' course, and consequently

* One student took honours in two subjects.

† One of the Agra College students stood in the first class of the Honour list in English, and in the second class in Mathematics, a brilliant success.

(*a*) Dr. Thibaut in his Annual Report calls attention to the fact that there are only 10 local scholarships at the Benares College, whereas the Muir College has 30, which secures 30 good students who can be kept at their work with ease.

they sent no candidates. The Fyzabad classes, which are supported entirely by the Government, passed five students at the F. A. examination out of a class of seven—a result as good as that attained by any of the colleges except that at Aligarh. The London Mission School reports one only as passed out of a class of six students—a very poor result indeed, which, however, was outdone by St. John's School, Agra, which passed but one in a class which the Principal reports to have numbered eight students. The London Mission School at Benares had two students reading for the B. A. degree, one of whom passed. It should be noted to the credit of this institution that it passed its only successful candidate for the F. A. in the 1st division.

On the whole, it seems to me of very doubtful expediency to encourage these schools to maintain college classes. They would, I am inclined to think, be doing more useful work by concentrating the whole of their energies on their school departments (see the remarks on the London Mission School at Benares, under the head of Secondary Schools, paragraph 42).

19. Of the 44 candidates at the B. A. examination from the five colleges, 38 took up the A, or literature course, and only six the B, or science course. The following are the figures for each of the five colleges :—

A COURSE.

	Candidates.	*Passes.*	*Honours.*	*Subjects of failure.*
Muir	12	8	4	
Canning	9	7	2	
Agra	5	4	1	
Benares	9	5	1	One failed in Persian and two in English.
Aligarh	3	3	...	
	38	27	8	

B COURSE.

Muir	4	1	...	Three failed in Chemistry and three in Mathematics.
Canning	1	...	1	
Benares	1	...	...	Failed in Mathematics.
	6	1	1	

The noticeable failure is that of three out of the four students from Muir College in Mathematics and Chemistry. The class was under the charge of Dr. Murray Thomson until the return of the permanent Professor, Mr. S. A. Hill, in October, 1884. The Professor of Mathematics, Mr. Boutflower, was engaged in teaching Philosophy as well as Mathematics.

20. The above remarks refer exclusively to the Arts Colleges affiliated to the Calcutta University: it remains to point out the work done by colleges or college departments maintained for other purposes.

THE BENARES SANSKRIT COLLEGE.

The most important Department of the Benares College is that devoted to Sanskrit. The students on its rolls numbered 428, an increase of 38 over the previous year, and it continues to attract students from all parts of India. The Principal, Dr. Thibaut, reports that for the lowest examination, the Prathama Pariksha, 86 students presented themselves, of whom 52 passed, 30 from the college itself and 22 from the Oriental schools of Gorakhpur, Ajudhya, Mirzapur, and Balrámpur. There were 21 candidates at the 2nd examination (Madhyama Pariksha), of whom 14 passed, one of whom was from Mirzapur and another from Ajudhya. Out of the 17 candidates for the highest or Acharya examination, nine passed: only two, however, being qualified for the higher title of *Acharya*. The following statement shows the subjects studied by the 428 students on the rolls :—

Grammar	85
Law	25
Logic	33
Sankhya	94
Sahitya	70
Mathematics and Astronomy	121

The *Anglo-Sanskrit* department of the college was re-opened in July, 1884, to enable Sanskrit scholars to study European science and philosophy. It numbered 44 students, including several excellent Sanskrit scholars, some of whom have taken the degree of *Acharya*. They are at present engaged in preparatory study of English, in which the Principal reports they have made good progress.

21. The Law department of the Benares college was opened in August, 1884, and included only 17 students, who defray the whole expenses of the lectures.

The Law class of the Muir College was in the charge of Mr. Reid, Barrister-at-Law, who received a monthly salary of Rs. 400, paid chiefly from the class fees and an annual grant of Rs. 1,500 from the High Court. The monthly average of law students was 31.

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The average monthly number of students attending the Law classes at the Canning College is returned at 57, of whom, however, 45 are said to attend to the Art classes as well.

22. The statistics may be summarised as follows :—Nine hundred and ninety-six [a] students are returned as studying (1) for the Calcutta University examinations, (2) Oriental Learning, (3) Engineering, and (4) Law. The expenditure upon their instruction amounted to Rs. 2,38,277, giving an average of Rs. 239, or £19 sterling each. The expenditure was met as follows :—

	Rs.	Percentage.
From public revenue	1,43,528[b]	60
" fees and subscriptions	18,607	8
" endowments	54,468	23
" missionary societies	21,674	9
Total ...	2,38,277	100

Thus 60 per cent. of the cost of collegiate education is paid by the tax-payer ; and while English missionary societies contribute 9 per cent. of the total expenditure, the liberality of the wealthy classes in this country has contributed only 23 per cent.

23. The following statement shows the classes from which our students are drawn[c] :—

Hindus	865
Muhammadans	126
Europeans and Eurasians	22
Native Christians	7
Others	1

The proportion of the Hindus to the Muhammadans in the population may be taken as 865 to 134 ; the Hindu students are therefore rather more numerous relatively to the Muhammadan than in the general population.

24. The product of the year is 44 graduates in the B. A. or equivalent degree,[d] and 75 in the F. A. degree or its equivalent. The results of the M. A. examination will not appear till November, 1885.

25. There has been a slight falling off in the number of the students at the five Arts Colleges since last year, *viz.*, a decrease from 359 to 328. The total number of students in all the faculties, however, has increased from 934 to 996. The number of the Bachelors degrees taken has increased from 22 to 37, but the number of the students passing the F. A. has increased by only four. The large increase in the number of graduates is a very noteworthy result of the year's work.

SECTION IV.—SCHOOL EDUCATION—GENERAL.

A.—SECONDARY SCHOOLS.

SECONDARY SCHOOLS.

26. The scholars in these schools have been classed in Form 2 in four groups : (1) those in the high stage, (2) those in the middle stage, (3) those in the upper primary stage, and (4) those in the lower primary stage. Now the anglo-vernacular schools arrange their pupils in 10 stages, the lowest being numbered tenth and so upwards to the first, which is the senior class of our *high* schools, and prepares its pupils for the University Entrance examination. The promotions from class to class depend mainly on knowledge of English ; and thus a boy who is fairly advanced in Urdu, Hindi, Persian, or Sanskrit (known technically as his *second language)* may, from his defective knowledge of English, be ranked in the junior classes. But under Resolution of the Government of India, No. $\frac{2}{III-19}$, dated 13th February, 1882, a Sub-Committee of the Education Commission was appointed to revise the annual statistical returns of the Education Department, and on the recommendations of this Committee certain standards have been fixed for the upper and lower primary examinations, based mainly upon the scholar's knowledge of his own *vernacular*[e] and arithmetic. Since, therefore, the distribution of the scholars in the 10 classes is made mainly with reference to a knowledge of *English*, no grouping by *classes* can correspond to the distribution contemplated by the Committee. If we were to re-classify our scholars with reference to the primary standards laid down by the Committee, we should be unable to show the schools in their actual state, that is, in *four stages* of instruction determined by their knowledge first of all of English. The Inspectors were accordingly requested to decide on the results of their examinations which *classes* in their anglo-vernacular schools should be placed in each of the four groups, and to report what standards discriminate respectively the middle from the upper primary, and the upper primary from the lower.[f] It was too late in the year when these facts came to my knowledge to lay down any general rules determining between which of the 10 classes the line

[a] Forty-five students have been counted twice in Form I.
[b] Including Rs 1,500 contributed by the High Court.
[c] The total of these figures is 1,041, including the 45 twice counted in Form I, the caste details of whom are not given.
[d] Including two who took the B. L. degree.
[e] See paragraph below.
[f] This office circular No. 4, dated 23rd March, 1885.

should be fixed separating the lower from the upper primary and the upper from the middle, and I have been unable to find any former general departmental orders on the subject.

27. The middle school is separated definitely from the high school by the fact that the pupils of class III are presented for examination at the annual examination of the middle classes. Thus the high classes consist invariably of classes I and II, and classes III and IV fall into the middle section. But I find that in all the divisions of the North-Western Provinces (except Jhánsi) the fifth class is also included in the middle section, of which thus it constitutes the lowest class, while in Oudh this fifth class is excluded from the middle school and made the top class of the upper primary section. A similar irregularity occurs in the division between the upper and lower primary sections. These differences in the chief inspection divisions may be displayed thus:—

	Agra—Rohilkhand.	*Allahabad—Benares.*	*Oudh.*
Middle section ...	III, IV, V.	III, IV, V.	III, IV.
Upper primary ...	VI.	VI, VII.	V, VI.
Lower „ ...	VII and below.	VIII, &c.	VII, &c.

In dealing with these statistics it will be necessary to remember that the upper primary section in Oudh contains scholars in a later stage of instruction than the same section in the North-Western Provinces, and that the lower sections which can be compared statistically are those of Oudh, Rohilkhand, and Agra At present in dealing with the statistics of the province as a whole, we can only show the scholars in two groups, *viz.*, those in the high classes and those in the middle and lower classes. As, however, the main object of these schools is to train the scholars up to the standard of the departmental middle and Calcutta University Entrance examination, and the numbers of the pupils in the 3rd and 1st classes are given, a comparison of the actual work can be made.

Secondary Schools for Boys.

English.

28. These schools are classed as under public or private management. They may be compared with reference to (1) the numbers on their rolls, (2) the standard of education reached by their scholars, (3) their success at the public examinations, (4) their expenditure and the sources whence it is derived. In the following table the main statistics for the province are brought together :—

English secondary schools.

Class of school.	Number of schools.	Number of scholars.	*First class*		*Third class.*		*Expenditure.*				
			Number in class.	Number who passed.	Number in class.	Number who passed.	Public revenue.	Municipal revenue.	Fees.	Other sources.	Total.
							Rs.	Rs	Rs.	Rs	Rs.
Public ...	43	9,011	366	86	808	431	1,79,706	11,585	42,916	7,276	2,41,483
Private ...	78	14,194	537	107	1,199	337	1,31,270	15,654	81,289	1,70,571	3,98,784
Total ..	121	23,205	903	193	2,007	768	3,10,976	27,239	1,24,205	1,77,847	6,40,267

29. Of the 43 schools under public management, six are under municipal boards, and the remaining 37 under this department. The latter include the 36 zila schools and the collegiate school attached to the Benares College. The 78 private schools include 13 schools to which no grant-in-aid is given, and the whole of the anglo-vernacular schools under the management of Missionaries or private associations.

30. Of the average monthly number of scholars, 39 per cent. attended the public schools and 61 per cent. the private. The proportion of boys who reach the high and middle classes is almost the same in both groups: in the public schools one in 25 scholars reaches the high class, and one in 11·1 the middle class; in the private schools the proportions are 1 in 26 and 1 in 11·9 respectively. Thus, judged by the proportion of their pupils who reach the higher classes, the private institutions are nearly as efficient as the public. Taking next the success at the public examinations, I find that in the public schools 1 pupil to every 4·2 in the high class passed the Calcutta University Entrance examination, but the proportion in the private schools was somewhat lower, *viz.*, 1 in 5·0. In the middle examination the public schools succeeded in passing 1 for every 1·8 in the class, while in the private schools the proportion was only 1 in 3·5. Thus, measured by the results of examination, the tuition in the public schools was decidedly superior. This indicates that the promotions to the upper classes in the private schools were given to scholars in a lower stage of preparation than in the public schools, or that the teaching in the higher classes was inferior

Finally, as to expenditure, the average cost per scholar in the public schools was Rs. 26·7, while in the private schools the cost fell at Rs. 28 0. Thus the public schools attained a better result at a lower rate than the private schools In the rates of fees levied, however, the private schools compare very favourably with the public schools, levying at the annual rate of Rs. 5·7 per scholar to Rs. 4·7 of the latter.*

It is, perhaps, well to point out that these rates and averages for public schools are really the rates and averages for schools directly managed by this department, they are the rates, &c., in our zila schools; for the figures of the six municipal schools included in this group do not perceptibly affect these averages.

Similarly, the averages for the second group are the averages for the aided schools, for the figures of the 13 unaided schools do not perceptibly affect them.

31. I may thus sum up the results of the comparison:—The tuition at the public schools appears by these statistics as more efficient than that at the private schools, and this better result is attained at a cheaper rate. On the other hand, the private institutions succeed in making their scholars pay higher rates of fees than do the Government schools.

32. There remains to show in what proportion the expenses were met by the several sources of income.

The following table shows the proportion of the expenditure contributed by each of the four sources of income:—

	Percentage of Total Expenditure.		
	Public schools.	Private schools.	All classes
From public revenues ...	74	33	49
" municipal funds ...	5	4	4
" fee receipts ...	18	20	19
" other sources ...	3	43	28
Total ...	100	100	100

Thus 49 per cent. of the total expenditure on these anglo-vernacular schools is paid from public revenues, 19 per cent. from fees, and 28 per cent. from endowments, missionary income, and subscriptions. In the public schools 74 per cent. of the cost is paid by Government; in the private schools only 33 per cent.

33. As above indicated, the English secondary schools for boys of these provinces may be classified in four groups:—

(1) For Natives, { A.—Government zila schools.
B.—Schools managed by the representatives of Christian missionary societies
C.—Schools managed by private associations.

(2) For Europeans, D.—Under various management.

These schools are shown without distinction in Forms II and III.

In the following table I give separately the statistics for these four groups of schools, omitting, however, those which receive no aid from Government:—

ENGLISH SECONDARY SCHOOLS, GOVERNMENT AND AIDED.

Absolute numbers.

	Number of schools.	Number of scholars.	*First class.* Number of scholars	*First class.* Number who passed Entrance examination.	*Third class.* Number of scholars.	*Third class.* Number who passed middle anglo-vernacular examination.	*Expenditure.* Public funds.	*Expenditure.* Fees.	*Expenditure.* Other sources.	*Expenditure.* Total.
							Rs.	Rs	Rs.	Rs.
A.—Government zila schools.	37	8,676	366	86	793	427	1,86,684	42,545	6,485	2,35,714
B.—Schools under missionary management	29	7,379	252	40	587	181	59,862	20,950	63,537	1,44,349
C.—Schools under association of natives.	23	4,108	202	51	421	121	49,147	19,921	25,943	95,011
Total ...	89	20,163	820	177	1,801	729	2,95,693	83,416	95,965	4,75,074
D.—Schools for Europeans, &c.	13	936	59	12	50	9	37,915	38,317	61,228	1,37,460
GRAND TOTAL ...	102	21,099	879	189	1,851	738	3,33,608	1,21,733	1,57,193	6,12,534

* The rates of fees in the aided schools are, however, probably slightly enhanced by the wrong inclusion of some payments made on account of boarding. The rates are further enhanced by the inclusion of 13 schools for Europeans in this group as shown in paragraph 34.

Percentages.

Name of group.	Percentage of total scholars in each group.	Percentage of scholars.		Percentage of passes to number in class.		Percentage of expenditure under each head.			Rate per scholar.	
		In class I.	In class III.	Entrance examination.	Middle examination.	Public revenue.	Fees.	Other sources.	Fee income.	Total expenditure.
	a.	*b.*	*c.*	*d.*	*e.*	*f.*	*g.*	*h.*	*i.*	*j.*
						Rs.	Rs.	Rs.	Rs.	Rs.
A.—Government zila schools ...	43·0	4·2	9·1	23·5	53·8	79·2	18·0	2·8	4·9	27·2
B.—Schools under missionary management.	36·6	3 4	8·0	15 9	30·8	41·5	14·5	44·0	2·8	19·6
C.—Schools under associations of natives.	20·4	4·9	10·2	25·2	28·7	51·7	21·0	27 3	4·8	23·1
Total ...	100	4·1	8 9	21·6	40 5	62·2	17·6	20·2	4·1	23·6
D.—European schools ...	...	6·3	5·3	20·3	18·0	27·6	27 9	44·5	40 9	146 9

34. There are, then, 102 English secondary schools for boys inspected or managed by this department, which taught an average of 21,099 scholars. Of 20,163 native scholars, 43 per cent. were in the Government schools, 37 per cent. in the missionary schools, and only 20 per cent. in schools managed by native associations. The extent of the educational work done by the Missionaries is thus brought out very strikingly, as is also the small amount done by native associations. Next, as to the standard of instruction reached in each of the three groups of schools for natives, group C stands first, showing 5 and 10 per cent. of its scholars in the entrance and middle classes respectively—a high percentage, due to the large collegiate schools attached to the Agra and Canning Colleges. The proportions of scholars in these classes is lowest in group B. Taking next the standards as tested by the public examinations we find that groups A and C are almost equal in the Entrance examination, passing 24 and 25 per cent. respectively of their first classes. The schools in group B passed only 16 per cent. In the Middle examination the superiority of the Government schools is marked: the other two groups ranking nearly together. Thus, measured by the standards of the proportion of scholars in the high and middle class and the results of the public examinations the schools in group B rank considerably lower than those of the other two groups. But the average rate of expenditure and of fee income in these schools is very considerably lower than in the others, and thus the inferior results correspond to the lower rate of expenditure. Finally, as to the sources whence the expenditure is met. While the Government contributes 52 per cent. to the cost in group C, it contributed only 41 per cent. in group B, the balance being made up from 44 per cent. contributed by missionary societies. It is noticeable that while the missionary societies contribute Rs. 63,537 to their 29 schools, the native associations contribute only Rs. 25,943 to the 23 under their management.

35. With regard to the schools for Europeans, the most remarkable feature is the enormously high rate of expenditure shown, *viz.*, Rs. 147 per scholar, although the proportion of the scholars in classes I and III is not shown as larger than in the native schools. Their success at the Entrance examination was below that of groups A and C. It appears also that although only 28 per cent. of the expenditure is paid from the public funds in these schools, yet this contribution falls at the rate of Rs. 40 per scholar, whereas in the schools in group C (where it is highest) the rate is less than Rs. 12.

The total amount of the Government grant-in-aid to the aided schools is Rs. 1,46,924. Of this sum, 41 per cent. goes to the 7,379 scholars in the mission schools, 33 per cent. to the 4,108 in the schools in group C, and 26 per cent. to the 936 boys in the European schools.

For details regarding the schools for Europeans the report by the Inspector, printed in the appendix, may be consulted. They were for the first time examined with reference to the *Grant-in-Aid Code* issued by the Government of India for these schools, but examination was only experimental. The Code as revised has now come into force definitely, and the report on the working of it will be given in the annual report for next year.

* Probably, in some instances, the boarding fees have been erroneously included.

SECONDARY SCHOOLS.

THE ZILA SCHOOLS.

36. At the head-quarters of each district except that of Garhwál and the Tarái, is an anglo-vernacular school, which teaches up to the standard of the departmental anglo-vernacular examination or of the Calcutta University Entrance examination. Thirty-seven of these are supported entirely from public funds; at Dehra,[a] Almora, Azamgarh, Gorakhpur, and Basti, these schools are maintained by missionaries aided by a Government grant; and at Pilibhít,[b] Agra, Lucknow, Gházipur, and Ballia they are maintained by associations of natives similarly aided.

37. The following is a comparative statement of these three classes of anglo-vernacular schools :—

THE THREE GROUPS OF ZILA SCHOOLS.

Name of group.	Number of schools	First class.		Third class.		Total number of scholars.	Number of scholars to one in first class	Number of scholars to one in third class	Ratio of one pass to scholars		Expenditure.						Percentage of total cost in each group.
		Number of scholars	Passed Entrance examination.	Number of scholars.	Passed middle examination.				Entrance examination.	Middle examination.	From public funds.	From fees.	From other sources.	Total.	Cost per scholar.	Average rate of fees.	
											Rs.	Rs.	Rs.	Rs.	Rs.	Rs	
1.—Government zila schools	37	366	86	793	427	8,676	23·7	10·9	4·2	1·8	1,86,684	42,545	6,485	2,35,714	27·1	4·9	73·3
2.—Missionary do,	5	46	17	121	64	1,554	33·8	12·9	2·8	1·9	13,032	4,685	6,692	24,409	15·7	3·0	2·2
3.—Zila schools under native associations.	5	137	30	181	60	1,435	10·4	8·0	4·5	3·0	22,912	8,812	11,848	43,572	30·3	6·9	6·1
Total ...	47	549	133	1,095	451	11,665	21·2	10·6	4·1	2·4	2,22,628	56,042	25,025	3,03,695	26·0	Fees	18·4

Taking first the proportion of boys reaching the middle and high class, in the 37 Government schools we have one pupil in the high class to every 23·7 on the roll; in the zila schools, managed by missionaries, the proportion is only one to 33·8. Again, in the Government schools there is one scholar in the middle class to every 10·9 on the roll; while in the missionary schools the proportion is one to 12·9. Thus in the Government schools a larger proportion of boys proceeds to the higher classes than in the missionary schools. In the third group of zila schools, *viz.*, those under associations of native gentlemen, the proportion is much larger—one in 10 scholars reaches the high class and one in eight the middle; but this group of schools includes the two large collegiate schools of Agra and Lucknow. But though the proportion of boys reaching the upper classes of the schools in the second group is so much lower, yet those who reached these upper classes did better. In the mission group, one scholar of the high class passed the Entrance to every 2·8 on the class roll; whereas the proportion in the other two groups was one to 4·2 and one to 4·5. In the Middle examination the zila mission schools passed one to every 1·9 on the class roll, almost precisely the average in the Government zila schools (1·8); while the proportion in the third group was only one to 3·0. The average standard of teaching of the upper classes would thus appear to have been more efficient in the group of five mission schools than in the Government schools.

The average standard of instruction throughout the schools corresponds to the average cost per head of tuition, the rate in group 2 being only Rs. 15·7 per annum to Rs. 27·1 in group 1 and Rs. 30·3 in group 3. Finally, we may compare the rates of fees. In the Government zila schools the incidence is Rs. 4·6 per head, in the missionary zila schools it is Rs. 3, and in the third group Rs. 6·9. Considering the very large proportion of scholars in the lower classes of group 2, I do not think the average rate of fees per head compares unfavourably with the rate in the Government schools. It shows no reluctance on the part of the missionaries in charge of the zila schools to take a rate of fees differing but little from the rates in the Government schools. Finally, the proportion in which the total expenditure on zila schools is borne may be noted:—

	Rs.	Per cent.
Public revenue	2,22,628	73·3
Missionary societies	6,692	2·2
Income from endowments, &c	18,333	6·1
Fees	56,042	18·4
Total ...	3,03,695	100·0

[a] American Presbyterian Mission.
[b] The anglo-vernacular school maintained by the municipality and endowments.

COMPARATIVE STATEMENT OF THE STATE ZILA SCHOOLS.

38. Including the Benares collegiate school, there are 37 Government zila schools, of which 24 teach up to the *high* stage, *i.e.*, the Entrance examination of the Calcutta University, and 13 up to the *middle*, *i.e.*, the standard of the annual examination under this department. In the following statements I give the main statistics of these two kinds of schools. Their relative efficiency is tested, *as far as statistics can test it*—

(*a*) by the proportion of their scholars in the high and middle stage;
(*b*) by their success at the Entrance and Middle examination;
(*c*) by the rate of expenditure for each scholar.

GOVERNMENT ZILA SCHOOLS.

High Schools.

Name of school.	Number of scholars.	Scholars in high stage.		Scholars in middle stage.		Entrance class			Middle class.			Expenditure.	
		Absolute number.	Percentage.	Absolute number.	Percentage.	Number in class	Number passed.	Percentage of passes	Number in class.	Number passed.	Percentage of passes	Total.	Per scholar.
												Rs.	Rs.
Meerut	341	30	8·8	74	21 4	16	3	18 7	24	14	58 3	6,284	18 4
Aligarh	396	42	10 6	107	27 0	24	8	33 3	29	11	37 9	9,815	24 8
Muttra	359	26	7·2	119	33·2	9	3	33·3	26	17	65 4	7,235	20·2
Etáwah	401	26	6·5	140	34 9	14	2	14 3	48	29	60 4	12,351	30 8
Farukhabad	176	24	13 6	67	38 0	16	0	...	32	13	40 6	5,705	32·5
Moradabad	396	42	10·6	179	45 2	20	4	20·0	25	13	52·	11,316	28 6
Bareilly	403	49	12 2	187	46 4	26	9	34 6	57	33	57 9	20,657	51 2
Sháhjahánpur	243	17	7 0	77	31·7	7	4	57·1	22	15	68 2	7,319	30 1
Allahabad	638	89	13 9	226	35 4	57	9	15·8	79	46	58·2	9,456	14 8
Cawnpore	474	15	3 2	113	23 8	9	3	33 3	21	12	57·1	9,435	19 9
Bánda	161	7	4·3	62	38·5	6	2	33 3	12	7	58·3	6,068	37 6
Benares	466	61	13 1	168	36·1	40	9	22·5	47	21	44 7	16,873	36 2
Mirzapur	441	36	8 2	156	35 4	17	4	23 5	32	4	12·5	10,557	23·9
Bara Banki	184	13	7·1	31	16 8	8	4	50·	12	7	58 3	4,476	24 3
Unao	204	13	6 3	25	12·2	8	0	...	13	13	100	4,607	22·5
Sitapur	166	8	4·8	32	19 3	6	1	16·6	11	6	54·6	4,055	24 4
Hardoi	250	30	12·0	48	19·2	16	2	12 5	21	15	71·4	5,513	22 1
Kheri	126	13	10·3	32	25·4	13	2	15·4	15	4	26·7	3,803	30 2
Fyzabad	177	23	13·	46	26	11	6	54·6	11	15	83 3	10,099	57·
Gonda	210	21	10·	51	24 3	9	4	44 4	22	2	9 0	4,722	22·5
Bahraich	150	11	7·3	33	22	7	1	14 3	18	8	44 4	4,861	32 4
Rai Bareli	195	11	5·6	58	29 7	8	0	...	31	8	25·8	6,335	32 5
Sultanpur	196	13	6·6	48	24 5	9	4	44 4	26	13	50·	5,350	27 3
Partabgarh	210	16	7 7	36	17 1	10	2	20 0	14	6	42·9	4,290	20 4

SECONDARY SCHOOLS.

GOVERNMENT ZILA SCHOOLS.

Middle Schools.

Name of school	Number of scholars.	Scholars in middle stage.		Middle class.			Expenditure.	
		Absolute number.	Percentage.	Number in class.	Number passed.	Percentage of passes.	Total.	Per scholar
							Rs.	Rs.
Saháranpur ...	170	51	30 0	15	13	86 7	3,306	19 4
Muzaffarnagar ...	107	37	34 6	6	5	83·3	3,469	32 4
Bulandshahar ...	201	62	30 8	14	10	71·4	3,931	19 6
Etah ..	108	38	35 2	6	6	100	3,280	30·4
Mainpuri ...	155	64	41·3	19	10	52 6	3,199	20·6
Bijnor ...	171	41	24 0	17	9	52 9	3,633	21 3
Budaun ...	160	68	42 5	8	6	75·0	3,632	22 7
Fatehpur ...	223	55	24 7	9	8	88 8	3,588	16 0
Hamírpur .	96	30	31·3	5	4	80 0	2,869	29 9
Jaunpur ...	288	76	26 4	25	11	44 0	4,285	14·9
Jalaun ...	87	11	12 6	6	4	66 6	3,141	36 1
Jhánsi ...	124	20	16·1	12	6	50·0	3,231	26 0
Lalitpur ...	117	10	8 5	3	3	100·	2,968	25 4

39. In the North-Western Provinces the largest proportion of high school boys is found in the school at Allahabad—14 per cent. of the total number. The schools at Benares and Farukhabad return nearly the same proportion. The smallest proportion is found in the Cawnpore school, 3 per cent., the proportion being lower even than at Bánda. Judged by this standard the following schools show good work: (1) Allahabad, (2) Farukhabad, (3) Benares, (4) Bareilly, (5) Aligarh, and (6) Moradabad (in all these the proportion of boys in the high stage is above 10 per cent.). In the other schools the result is inferior, *viz.* (7) Meerut, (8 Mirzapur, (9) Muttra, (10) Sháhjahánpur, (11) Etáwah, (12) Bánda, and (13) Cawnpore

Of the 11 high schools in Oudh, Fyzabad shows the largest proportion of scholars in the high stage, *viz.*, 13 per cent., and (2) Hardoi, (3) Kheri, and (4) Gonda return fair proportions, between 10 and 12 per cent. Of the remaining schools the smallest proportion (5 per cent.) is found in that at Sitapur.

In the Entrance examination, Fyzabad and Sháhjahánpur were most successful, passing above 50 per cent. of their classes. The following schools passed above 30 per cent. and on the average of the year must be considered to have done well, *viz*, Aligarh, Muttra, Bareilly, Cawnpore, Bánda, Bara Banki, Gonda, and Sultanpur. The following passed 20 per cent. or below, and must be taken to have done badly, *viz.*, Meerut, Etáwah, Moradabad, Allahabad, Sitapur, Hardoi, Kheri, Bahraich, and Partabgarh. Three districts (Rae Bareli, Unao, and Farukhabad) did not pass a single pupil.[a]

The schools at Bareilly and Moradabad have the highest proportion of boys in the middle stage, 46 and 45 per cent. respectively. The smallest proportion is found in Meerut, 22 per cent.; but Cawnpore[b] has only 24. The Oudh high schools have a smaller proportion of scholars in the middle stage than those of the North-Western Provinces and one, that of Unao, the lowest proportion in the province, *viz.*, 12 per cent.

In the Middle examination the largest proportion of scholars was passed by the Fyzabad school, *viz.*, 83 per cent. In Gonda there was a great failure, two passing out of a class of 22. In Unao the whole class passed, but the above figures suggest that the number of boys in the class has been unduly kept down.

The differences in the cost are very remarkable. The school at Allahabad, with 49 per cent. of its scholars above the elementary stage, spends only Rs. 14 on each scholar; while Fyzabad, with only 39 per cent., spends Rs. 57; but the results of both examinations are superior in the latter school. Allahabad, with nearly 700 boys on its registers, has quite outgrown its staff.

40. Of the 13 middle schools seven have above 30 per cent. of their scholars in the middle classes, *viz.*, Budaon, Mainpuri, Etah, Muzaffarnagar, Hamírpur, Bulandshahr, and Saháranpur—a good result. The schools at Jaunpur, Bijnor, and Fatehpur,

[a] This failure is a continuance of inferior work. During the four years preceding the *average* result of the Entrance examination in these schools was:—

Rae Bareli 1 pass to 13 scholars in the high classes.
Unao 1 „ 7 „ „
Farukhabad 1 „ 9 „ „

In the Rohilkhand and Oudh Divisions during that period the average was 1 to 5 and 1 to 6 respectively. Rae Bareli high school has been the least successful in the whole province.

[b] The average result of the Middle and Entrance examinations during the four years preceding has been worse in the Cawnpore school than in any other except Hamírpur.

with only 26 and 24 per cent., rank lower, and the three Jhánsi schools, with below 20 per cent. of their scholars in the middle classes, lowest of all.

The results of the examination are good in all these schools, except in that at Jaunpur, which passed only 11 out of 25 of its Middle class pupils. The promotions must have been made at Jaunpur without due discretion.

Classification of Scholars in Government Anglo-Vernacular Schools in Agra, Rohilkhand, and Oudh.

41. From paragraph 26 it will be seen that the classification of the scholars into sections is the same in Agra, Rohilkhand, and Oudh, except that in the latter division class V is placed in the upper primary section. The details given by Mr. Nesfield in section 6 of his report (printed in appendix) render it easy to re-arrange his sections in the same way as in the other divisions. A comparison may thus be instituted in some detail of the figures for these three divisions :—

State Zila Schools by Divisions.

Divisions.	Number of schools.	Classification at close of year.					Expenditure.				Average number of scholars in first class.	Number who passed Entrance examination.	Average number of scholars in second class.	Number who passed anglo vernacular middle examination.
		High stage, classes 1 and 2.	Middle stage, classes 3, 4, and 5	Upper primary, class 6.	Lower primary, classes 7, &c.	Total scholars.	Public funds.	Fees	Other sources.	Total.				
Agra ...	5	76	423	140	560	1,199	24,850	6,920	...	31,770	39	5	131	75
Rohilkhand ...	5	108	552	145	568	1,373	35,204	8,382	2,971	46,557	53	17	129	76
Oudh ...	11	172	712	275	909	2,068	48,410	9,180	521	58,111	105	26	194	97

Divisions.	Percentages of distribution.					Fees per head	Cost per head.	Number of scholars to one pass.	
	High.	Middle.	Upper primary.	Lower primary.	Total.			1st class.	3rd class.
							Rs		
Agra	6	35	12	47	100	5·7	26	7·8	1·7
Rohilkhand	8	40	11	41	100	6·1	34	3·1	1·7
Oudh	8	35	13	44	100	4·4	28	4·0	2·0

The schools of the Rohilkhand Division stand first in the proportion of the scholars who reach the higher stages of instruction: 8 per cent. of the scholars are in the high stage and 40 per cent. in the middle stage: that is, nearly one-half of the boys were in the middle and high stages of instruction. Next come the Oudh schools, with a proportion of scholars in the high stage equal to that in Rohilkhand, but falling off in the middle stage. Last of all comes Agra, its five schools showing only 41 per cent. above the primary stages. Next with reference to the standard of instruction, as indicated by success at the public examinations, Rohilkhand stands first in the Entrance examination, passing one pupil to every 3·1 in the first class; Oudh follows with a proportion of one to four, while Agra reaches only the very low ratio of one to 7·8. In the middle examination the proportions differ but little; Oudh, however, being the least successful. We find, then, that the Rohilkhand schools led the largest proportion of their scholars into the higher stages of school education, and gave the most effective teaching: the schools of Oudh ranked next in both these criteria, and those of Agra the lowest.

There is a correspondence between the efficiency and expenditure: the boys of Rohilkhand cost Rs 34 per head, those of Oudh Rs 28, those of Agra Rs. 26. The average rates paid in fees indicate that those paid in Oudh are relatively low: the boys paid only Rs. 4·4 to the rates of Rs. 5·7 and Rs. 6·1 in the other Divisions.

It is worth noting that this greater success of the three Rohilkhand high schools in the Entrance examination is not confined to the year under report. The annual reports give the number of scholars in the high stage and the number who passed. I find that during the five years ending with March, 1884, 119 pupils passed the Entrance examination from these schools, the passes being in the mean proportion of one pass to every 4·8 boys. During the same period 162 boys passed from the Oudh schools, in the proportion of one to every 6·5; from the three Agra schools 83 passed, in the proportion of one to 6·9. Thus the three Agra schools show somewhat inferior work to the Oudh schools and taking the average of the last six years.

SECONDARY SCHOOLS.

SECONDARY ANGLO-VERNACULAR SCHOOLS FOR NATIVES (AIDED).

42. Deducting the aided secondary schools for Europeans, we have 52 aided secondary schools in which English is taught to 11,487 scholars, of whom 7 per cent. are in the high stage, 24 per cent. in the middle stage, and the remainder in the lower stages of instruction. The amount of the Government grant to these schools is Rs. 94,819, falling at Rs. 8·3 per annum for each scholar.

In the following table I give the statistics for each of these schools, showing the proportion of the boys in the higher stages, and the results of the recent Calcutta Entrance and Middle departmental examinations :—

English Secondary Schools for native boys under private management (aided).

District.	Name of school.	Number of scholars.	Scholars in high stage.		Scholars in middle stage.		Entrance class.			Middle class.			Government grant.	
			Absolute number.	Percentage.	Absolute number.	Percentage.	Number in class.	Number passed.	Percentage of passes.	Number in class.	Number passed.	Percentage of passes.	Amount.	Rate per scholar.
													Rs.	
Dehra Dún ...	A. P. Mission ...	188	2	1·1	31	16·5	1	...	...	7	7	100	1,809	9·6
Ditto ...	Training ...	137	6	4·4	34	24·8	4	2	50·0	4	1	25·0	840	6·1
Saháranpur ..	A. P. Mission ...	223	13	5·8	61	27·3	4	1	25·0	29	9	31·0	1,620	7·2
Ditto ...	Orman S. Roorkee,	169	...	..	50	29·6	...	...	...	23	9	39·1	840	5·0
Meerut ...	C. Mission ...	297	17	5·7	78	26·3	11	2	18·2	19	10	52·6	3,426	11·5
Aligarh ...	M. A. O. College,	179	59	33·0	85	47·5	32	16	50·0	58	4	6·9	6,000	33·5
Ditto ...	Subscription, Háthras.	102	...	..	30	29·4	...	...	...	11	6	54·6	600	5·9
Agra ...	Agra Collegiate ...	492	72	14·6	198	40·3	37	17	46·0	59	18	30·5	5,000	10·2
Do. ...	St. John's do ...	475	34	7·2	109	23·0	19	2	10·5	21	10	47·6	4,800	10·1
Do. ...	Victoria High ...	312	14	4·5	83	26·6	6	...	...	29	11	37·9	4,900	13·5
Do. ...	Mufid-i-am ...	456	...	...	71	15·6	...	...	...	19	10	52·6	1,680	3·7
Mainpuri ..	Mission High ...	192	13	6·7	31	16·1	5	1	20·0	18	7	38·9	1,800	9·4
Farukhabad ..	Fatehgarh Committee	176	...	...	58	33·0	...	...	...	9	5	55·5	1,008	5·7
Bijnor ...	City Mission ...	60	...	...	3	5·0	...	...	...	2	1	50·0	144	2·4
Moradabad ...	Ditto ...	199	...	...	23	11·6	..	...	...	6	1	16·6	1,260	6·3
Budaun ...	Ditto ...	66	...	...	14	21·2	...	...	...	4	2	50·0	420	6·4
Bareilly ...	Ditto ...	146	...	...	28	19·2	...	...	...	15	3	20·0	624	4·2
Sháhjahánpur,	Mission Orphanage, Lodhipur.	171	...	...	51	29·8	...	...	...	6	4	66·6	2,520	14·7
Allahabad ...	Jumna Mission ...	462	39	8·4	108	23·4	18	2	11·1	24	6	25·0	1,800	3·9
Ditto ...	Colonelganj subscription	86	...	...	36	41·9	...	...	...	21	1	4·8	480	5·6
Ditto ...	Parish Murabad,	122	...	...	33	27·0	...	...	...	24	2	8·3	720	5·9
Ditto ...	Bengali Preparatory.	146	...	...	37	25·4	...	...	...	..	...	...	...	...
Ditto ...	City Anglo-Vernacular.	87	4	4·6	7	8·0	4	..	...	3	...	...	...	...
Cawnpore ...	Christ Church, High.	311	20	6·4	75	24·1	14	2	14·3	20	7	35·0	3,000	9·6
Bánda ...	Anglo-Vernacular, Karwi.	49	...	...	24	49·0	...	...	...	5	1	20·0	360	7·3
Jaunpur ...	Church Mission ...	207	11	5·3	50	24·1	7	3	42·8	38	9	23·7	1,800	8·7
Benares ...	London do. ...	414	39	9·4	74	17·8	62	3	4·8	20	9	45·0	4,800	11·6
Ditto ...	Jai Narain ...	575	73	12·7	162	28·2	5	...	...	19	3	15·8	2,367	4·1
Ditto ...	Bengali Tola ...	254	21	8·3	68	26·7	15	2	13·3	16	4	25·0	1,392	5·5
Azamgarh ...	Church Mission ...	268	15	5·6	88	32·9	10	3	30·0	25	12	48·0	1,800	6·7
Mirzapur ...	London do. ..	350	23	6·6	71	20·3	17	...	...	33	1	3·0	2,400	6·9
Ditto ...	Anglo-Vernacular, Gyanpur.	48	...	...	7	14·6	...	...	...	2	...	...	120	2·5
Ballia ..	Anglo-Vernacular,	376	18	4·8	88	23·4	12	1	8·3	19	7	36·8	2,981	7·9
Gházipur ...	German Mission ..	308	26	8·5	84	27·3	18	3	23·1	34	8	23·5	2,760	9·0
Ditto ..	Victoria ..	275	45	16·4	88	32·0	22	3	13·6	25	8	32·0	2,160	7·8
Ditto ...	Chashma-i-Rahmat	77	...	...	34	44·2	...	...	...	18	6	33·3	360	4·7
Ditto ...	Anglo-Vernacular, Deokali	30	...	...	5	16·6	...	...	...	5	1	20·0	360	12·0
Gorakhpur ...	Church Mission ...	387	34	8·8	113	29·2	20	7	35·0	39	13	33·3	3,600	9·3
Basti ...	Ditto ...	180	...	...	22	12·2	...	...	...	17	11	64·7	840	4·7
Jhánsi ..	City subscription,	54	...	...	7	13·0	...	...	...	4	1	25·0	275	5·1
Kumaun ...	Almora Mission, High.	531	24	4·5	65	12·2	15	7	46·7	33	21	63·6	4,800	9·0
Ditto ...	Naini Tal Mission,	139	...	...	18	13·0	...	...	...	...	...	...	950	6·8
Garhwál ..	Chopra Mission	176	...	...	23	13·0	...	...	...	15	4	26·7	1,200	6·8
Lucknow ..	Canning Collegiate	214	109	50·9	66	30·9	66	9	13·6	72	26	36·1	5,794	27·0
Ditto ..	A. M. Centennial,	225	24	10·7	59	26·2	20	3	15·0	40	3	7·5	1,800	8·0
Ditto ..	Church Mission, Rája-ka-Bazaar.	219	14	6·4	66	30·1	11	1	9·1	48	11	22·9	1,954	9·0
Ditto ...	A. Nakhas ...	260	...	...	28	10·8	...	...	...	17	6	35·3	1,491	5·8
Ditto ..	C. M. Victoria street	100	...	...	17	17·0	...	...	...	11	...	...	275	2·7
Sitapur ..	Mahmudabad ...	87	...	...	6	6·9	...	...	...	1	1	100	1,029	11·8
Ditto ..	A. M. Khairabad,	128	...	...	6	4·7	...	...	...	3	1	33·3	595	4·7
Gonda ..	Lyall Collegiate, Balrámpur.	225	11	4·9	26	11·5	4	1	25·0	14	1	7·2	1,560	6·9
Bahraich ...	Bhinga school ...	77	...	...	9	11·7	.	...	...	4	...	...	420	5·5
Total of Province, N.-W. P. and Oudh.		11,487	780	6·8	2,708	23·6	454	91	20·0	1,008	302	29·9	94,819	8·3

Leaving out the three special schools at Agra, Aligarh, and Lucknow, I find the school with the largest number of pupils on its rolls to be Jai Narain's school at Benares. It numbers 575 pupils (of whom 13 per cent. are in the high stage and 28 per cent. in the middle stage: proportions considerably above the average). But notwithstanding that it returns 73 boys in the high stage (classes I and II) it returns but five in class I, that is, in the Entrance class, not one of whom succeeded in passing the Entrance examination. Similarly, with regard to the pupils in the middle stage, only 19 are returned in class III, though 162 are said to be in the middle stage. Of this much reduced number in the middle class only three pass, that is, 16 per cent. only. The average percentage among these schools is 30 per cent. and in the neighbouring London Mission School 45 per cent. passed. These results indicate unmistakeably that either the large proportion of boys returned in the higher stages is due to the promotion of boys before they are sufficiently prepared, or that the teaching in the high and middle school is very inefficient. The school receives a grant of Rs. 450 a month or Rs. 5,400 a year, being at the rate of Rs. 9·3 per scholar.* The Inspector's report on the school will be found in the appendix.

Next in importance is the Almora Mission School, with 531 pupils on its rolls It has below the average of its scholars in the high and middle stages; but at the Entrance examination 47 per cent. of its Entrance class passed, and 64 per cent. of its middle class passed the departmental examination. The rate of the Government grant per scholar is Rs. 9, but the results of the annual examination show the teaching to be efficient. The other two schools receiving the large annual grant of Rs. 4,800 are St. John's school at Agra and the London Mission School at Benares. Their statistics may be brought together thus :—

	Percentage of scholars in high and middle stage.	Percentage of passes in Entrance examination.	Percentage of passes in middle examination.	Rate of grant.
				Rs. a. p.
St. John's	30 1	10	47	10 1 0
Benares London Mission	27 2	5	45	11 6 0
Almora Mission	16·7	47	63	9 0 0

The Benares London Mission School ranks lowest of the three on the results of the examination and far below St. John's School in every respect. It receives a higher grant than either of the others, measured by the incidence of the grant per scholar. The small proportion of scholars in the secondary stage at Almora requires notice.

An inspection of the table will enable the relative position of each school to be fixed, as far as this can be done from the available statistics. The statistics may also be compared with those for the Government high and middle schools given in paragraph 38 above.

Public middle schools for Boys (Vernacular).

43. In the second part of Form 2 are given the statistics of the public secondary schools for boys teaching in the vernacular. These are the town and tahsili schools under the management of the district and municipal boards. They teach up to the standard of the vernacular examination, known as the middle examination of this department. The following abstract gives the statistics for the divisions and the Province. It should be understood that the stage called the *middle* is the highest up to which these schools teach. The term is inaccurate.

PUBLIC SECONDARY SCHOOLS FOR BOYS (VERNACULAR).

Absolute numbers.

Division.	Number of schools	Scholars in middle stage.	Scholars in the upper primary stage.	Scholars in class I.	Scholars who passed middle examination.	Scholars in class III.	Scholars in class V.	Total expenditure.
								Rs.
Agra ...	78	1,052	1,326	427	200	481	840	24,833
Meerut ...	63	735	1,069	355	136	472	660	24,128
Rohilkhand ...	66	831	1,035	352	129	431	701	22,244
Oudh ...	54	1,102	1,565	325	115	577	878	42 394
Benares ...	73	776	1,366	362	121	517	865	27,843
Kumaun ...	12	27	146	27	9	55	67	2,886
Jhánsi ...	17	97	204	62	20	67	154	4,981
Allahabad ...	69	681	895	334	96	351	605	19,197
Total ...	432	5,301	7,606	2,244	826	2,951	4,761	1,68,506

* In the table the grant has been returned as Rs. 2,367 only, for some reason not at present apparent. The actual grant is that given in the text.

SECONDARY SCHOOLS.

Percentages and rates.

Division.	Scholars in Middle stage to 100 enrolled.	Scholars in Upper primary to 100 enrolled.	Scholars in Class I. to 100 of average roll.	Middle passes to 100 in Class I.	Scholars in Class III. to 100 of average roll.	Scholars in Class V to 100 of average roll.	Rate of expenditure per head of average roll.
1.—Agra	17·3	21 8	7·5	46·8	8 4	14·7	4·3
2.—Meerut... ...	15 6	19·8	7 1	38·3	9 4	12·9	4 8
3.—Rohilkhand ...	15·1	18 8	6 8	36 6	8·3	13 5	4·3
4.—Oudh ...	17·1	24 4	5·4	35·4	9·6	14·6	7·1
5.—Benares ...	12·3	21 7	6 2	33 4	8 9	14·9	4 8
6.—Kumaun ...	2 7	14·5	3·2	33·3	6·6	8 0	3 5
7.—Jhánsi	8·5	17 9	5·5	32·3	6·0	13 6	4·5
8.—Allahabad ...	14 9	19 6	7·8	28 7	8·2	14 2	4 5
Total ...	14·6	20·8	6·6	36·8	8·7	14·0	5·0

These schools, which on the 31st March last returned 36,396 scholars on their rolls, are the chief institutions for the education of the people above the elementary stage, and aim at teaching up to the so-called middle standard. Hence their efficiency must be estimated, first, by their success in passing their scholars at the annual examination held by this department; and secondly, by their success in raising their scholars into the two so-called *middle* classes classes I and II). But they also perform the functions of public *elementary* schools, and their work in this direction must be estimated by the proportion of their scholars who reach, *firstly*, class III; *secondly*, the upper primary stage; and *thirdly*, class V, which is the lowest stage of fruit-bearing instruction. Had the statistics shown the numbers in each of the *seven* classes, they would have been more satisfactory. The above percentages are calculated for the classes as far as details have been given this year.

44. Judged thus, the superiority of the Agra schools is very striking. The number of scholars in the highest class is greater than that in any other division, and the ratio of passes is 47 per cent., which is 10 per cent. above the average of the province. It has the highest proportion of its scholars in the middle stage, and yet the cost per head is only Rs. 4 3—a rate which is equalled only by Rohilkhand, where, however, fewer scholars are found in the middle stage. With reference to the proportion of scholars in the *two* upper stages, it is a little (2·4 per cent.) inferior to Oudh.

Meerut ranks next, passing 38 per cent. of its first classes at the examination—9 per cent. below the proportion attained by Agra. Oudh stands only fourth in the list measured by the result of the examination, but ranks with Agra as judged by the proportion of its scholars in the middle stage, attaining, however, this inferior result at the high rate of Rs. 7 per scholar to Rs. 4 in Agra. The middle schools of Kumaun do not deserve the name, with but 3 per cent. of the scholars in the middle class.

The failure of the schools in the Allahabad Division requires special notice Only 29 per cent. of the pupils in the first class passed the examination, showing that the promotions into this class have been made with very great laxity, or that the standard of teaching is very low indeed.

Regarded as *primary* schools, these institutions appear to be much on the same level: those of Oudh, however, ranking first. The inferiority of Jhánsi and Kumaun is manifest: along with a very low proportion in the two upper stages they can only show 6 per cent. in class III These tracts are, however, of course exceptional.

45. It will be well to check these results by those of previous years. The annual returns for the five years ending with March, 1884, show the number of scholars in the middle stage and the number of scholars who passed the departmental examination. From these I have compiled the *average* ratios of the passes to the middle scholars for the last five years. The percentages are as follows, being calculated on the total of scholars in the classes I *and* II, not *only* on the number in class I as in the above abstract.

Average ratio of passes at the middle examination for five years ending March, 1884.

Agra	20·5 per cent.
Meerut	14·7 "
Allahabad	13·7 "
Benares	12·6 "
Rohilkhand	11·8 "
Oudh	11·2 "

The superior efficiency of the public middle schools in Agra is here as manifest as in the statistics for the year under report. Meerut ranks as above, second *longo intervallo*; Rohilkhand is shown to have improved; Allahabad to have deteriorated; and Oudh to have risen from the lowest to the fourth rank.

46. I give below a statement showing the percentages ... each *district*, as I have given them above for the *divisions*. An inspection of these will show the relative position of the districts in each division. The results of the middle examination are shown in column 6.

The middle schools in *Saháranpur* are shown to be inferior in efficiency to those of any of the great districts of the province. Only 9 per cent. of the scholars have reached the middle stage. In the other large districts of the division the proportion is from 12 to 17 per cent. Although 35 per cent of class I passed the middle examination, the above figures show the proportion of the scholars who reach the two higher stages to be very low, and consequently the schools to be very inefficient. The inferiority of the public elementary schools in this district is noticed below, paragraph 75.

Sháhjahánpur attains the very high percentage of 76 passes to 100 scholars in the first class; but though, thus, the teaching is shown to be efficient in the middle school, it has merely 10 per cent. of its scholars in this stage. The promotions into the middle school are probably too strict, as in *Bijnor* they are probably too lax. In the latter district the result of the examinations is very unsatisfactory, only 27 per cent. of class I passing the examination.

In *Hamírpur* the number of scholars who are fit to be in the middle school is probably much less than the number returned—13 per cent—for only 17 per cent. of the scholars in the first class passed the examination. These figures confirm the inference drawn below from the statistics of the elementary schools, that in this district a large number of scholars has been pushed up into the higher stages who should be placed in the lower classes.

The *Cawnpore* and *Bánda* schools appear to be inefficient, both from the small proportion of scholars in the higher classes and the proportion of the passes. The *Allahabad* district is the only one in the Division in which these schools appear to have done good work: it has 21 per cent. of the boys in the middle stage and 39 per cent. of class I passed the middle examination.

In the Benares Division the worst results are attained by the schools at *Basti*, where, with the low proportion of 11 per cent. of scholars in the middle stage, only 17 per cent. of class I passed the examination.

In Kheri only 10 per cent. of the scholars reach the middle stage, nearly the same proportion as found in the neighbouring district of Pilibhít; but whereas 34 per cent. of the Pilibhít *first* class passed the middle examination, in Kheri the percentage was only 9. The figures for Lucknow and Sultanpur indicate that the public middle schools in those districts are equal in efficiency to the best of the Agra Division.

Tahsili and Town Schools, i.e., *Middle Vernacular Schools for Boys.*

Division	District	Scholars in middle stage to 100 scholars enrolled	Scholars in upper primary stage to 100 enrolled.	Scholars in class I to 100 of average roll.	Middle passes to 100 in class I.	Scholars in class III to 100 of average roll	Scholars in class V to 100 of average roll.	Rate of expenditure per head.
Meerut.	Dehra Dún	4·7	21·3	1·4	50·0	6·9	13·9	4·9
	Saháranpur	8·7	16·3	4·8	35·1	8·1	10·6	4·7
	Muzaffarnagar	12·1	16·2	6·5	39·6	7·2	14·6	4·9
	Meerut	16·3	23·7	6·2	53·4	10·4	12·4	5·2
	Bulandshahr	17·3	21·2	9·4	30·0	10·5	14·5	4·5
	Aligarh	13·8	20·9	7·6	38·2	10·2	12·1	4·9
	Total ...	13·6	19·8	7·1	38·3	9·4	12·9	4·8
Agra.	Muttra	12·5	17·8	4·3	46·9	6·4	13·2	3·7
	Agra	17·3	19·5	7·2	73·1	5·4	12·5	5·4
	Etáwah	15·3	20·9	9·3	41·2	9·1	13·8	4·5
	Etah	22·6	26·6	10·2	40·1	10·5	16·3	4·3
	Mainpuri	14·9	19·1	4·8	51·3	7·6	14·9	4·1
	Farukhabad	19.5	25·0	8·3	44·3	10·7	16·9	4·5
	Total ...	17·3	21·8	7·5	46·8	8·4	14·7	4·3
Rohilkhand.	Bijnor	21·7	22·8	9·9	27·5	11·1	13·5	4·6
	Moradabad	11·3	16·4	4·7	35·0	8·2	15·4	4·4
	Budaun	16·1	19·5	7·6	31·2	6·1	11·4	3·6
	Bareilly	15·9	17·3	6·4	33·8	7·9	13·5	3·9
	Pilibhít	11·8	17·3	4·8	34·6	6·6	10·5	4·4
	Sháhjáhánpur ...	10·1	18·3	5·7	76·2	9·5	16·5	5·3
	Total ...	15·1	18·8	6·8	36·6	8·3	13·5	4·3

SECONDARY SCHOOLS.

Tahsili and Town Schools, i.e., *Middle Vernacular Schools for Boys*—(concluded).

Division.	District.	Scholars in middle stage to 100 scholars enrolled.	Scholars in upper primary stage to 100 enrolled.	Scholars in class I. to 100 of average roll.	Middle passes to 100 in class I.	Scholars in class III. to 100 of average roll.	Scholars in class V. to 100 of average roll.	Rate of expenditure per head.
ALLAHABAD.	Allahabad	20·6	18·7	13·1	39·4	8·1	12·5	5·1
	Fatehpur	12·1	16·2	6·4	39·0	8·4	14·2	4·3
	Cawnpore	13·5	19·8	7·1	27·0	8·0	14·3	4·2
	Hamírpur	12·8	23·2	6·1	16·7	8·5	14·6	4·0
	Bánda	14·4	20·7	8·7	23·1	8·4	13·5	4·1
	Jaunpur	17·9	18·9	7·9	24·6	8·2	15·0	4·2
	Total ...	14·9	19·6	7·8	28·7	8·2	14·2	4·5
BENARES.	Azamgarh	19·3	23·9	6·1	53·1	12·1	11·8	6·5
	Benares	13·0	24·4	10·2	38·4	12·2	21·6	6·3
	Ballia	11·3	22·5	5·9	40·0	8·7	19·1	4·6
	Basti	11·4	20·0	5·6	17·4	9·2	14·9	4·7
	Gorakhpur	12·1	21·9	7·5	21·6	8·3	15·6	4·6
	Gházipur	11·2	21·3	5·5	45·4	7·0	11·9	3·7
	Mirzapur	8·8	19·7	4·2	36·6	7·8	14·2	4·6
	Total ...	12·3	21·7	6·2	33·4	8·9	14·9	4·8
JHÁNSI.	Jalaun	10·4	17·7	8·4	29·5	6·9	14·7	4·8
	Jhánsi	8·3	19·2	3·5	41·7	6·4	13·3	5·0
	Lalitpur	4·9	16·2	2·5	33·3	3·7	12·8	3·0
	Total ...	8·5	17·9	5·6	32·3	6·0	13·6	4·5
KUMAUN.	Kumaun	2·6	9·2	3·5	14·3	6·5	8·0	3·6
	Garhwál	2·0	27·4	2·1	20·0	6·4	8·1	4·1
	Tarái	3·8	12·3	3·9	75·0	6·9	7·9	2·4
	Total ...	2·7	14·5	3·2	33·3	6·6	8·0	3·5
OUDH.	Lucknow	22·2	25·9	4·2	45·0	10·4	14·2	8·6
	Bara Banki	17·2	28·2	6·7	26·2	9·4	17·0	9·3
	Unao	14·7	26·8	4·2	43·2	9·0	16·1	5·7
	Sitapur	17·8	23·2	5·8	37·5	10·4	13·5	7·4
	Hardoi	17·5	30·8	6·4	43·6	11·4	15·6	7·2
	Kheri	10·4	18·0	3·3	9·5	5·5	12·3	4·8
	Fyzabad	21·4	21·0	4·9	28·6	10·3	12·8	11·0
	Gonda	12·4	22·6	5·4	24·0	10·0	13·5	6·2
	Bahraich	21·5	19·3	6·1	21·4	10·6	18·2	5·6
	Rae Bareli	21·7	24·6	6·2	37·5	11·9	16·3	6·6
	Sultanpur	20·9	18·4	6·2	69·2	6·7	13·9	6·5
	Partabgarh	16·6	19·0	7·9	38·1	9·4	14·3	5·4
	Total ...	17·2	24·4	5·4	35·4	9·6	14·6	7·1
	GRAND TOTAL ...	14·6	20·8	6·6	36·8	8·7	14·0	5·0

THE CALCUTTA UNIVERSITY ENTRANCE EXAMINATION.

47. The following is a comparison of the results of the above examination for the year under report and the preceding year :—

Year.	Number of candidates.	Passed in Division.			Total passed.	Percentage passed.
		I.	II.	III.		
Preceding year ...	579	50	164	76	290	50
Year under report ...	723	21	118	66	205	28

Thus there was a considerable increase in the number of candidates; but the proportion of those successful fell off enormously, from 50 per cent. to 28 per cent. Moreover, while in the former examination 17 per cent. of the successful candidates passed in the 1st division, this year only 10 per cent. are so classed.

I append a statement showing the result for each of the schools which sent up candidates. The Government schools succeeded in passing 31 per cent.; the aided schools were less successful, passing 29 per cent. The unaided schools and private candidates were still more unsuccessful.

SECONDARY SCHOOLS.

The work of the several high schools as measured by their success at this examination has been considered in paragraphs 38 and 42. Considered simply with reference to the number of candidates *sent up* and their success, the Bara Banki institution passed the highest proportion of any Government school, *viz.*, 66 per cent.; it passed four out of its six candidates. Farukhabad, Rae Bareli, and Unao did not contribute a single successful candidate. Of the aided institutions the Agra College was successful, passing 17 out of 30 candidates. The Aligarh College passed half the boys it sent, and St. Peter's School passed four out of seven boys. One of the most successful of all the schools was the London Mission School at Almora, from which seven out of 11 candidates passed.

The total number of candidates examined by the University was 4,317, of whom 1,463, or 34 per cent. passed. Thus the standard attained by this province as a whole—28 per cent. only of passes—was well below the average. In the whole university, moreover, 12 per cent. of the successful candidates were classed in the 1st division, whereas of our candidates only 10 per cent. are so classed. Last year the percentages for this province were above the average of the Presidency.

I have not been able to obtain any satisfactory explanation of the failure. The Inspectors agree that the candidates were better prepared than at the previous examination, and they expected a very successful result. The question papers also appear to have been of an average difficulty. The failure of the candidates is common to the whole Bengal Presidency, the percentage of successful candidates having fallen from 50 to 34 per cent.

RESULTS OF THE CALCUTTA ENTRANCE EXAMINATION.

District.	Number of candidates.	Number passed.				Percentage of total passes.
		Division I.	Division II.	Division III.	Total.	
A.—Government Schools.						
Meerut	13	...	3	...	3	23·1
Aligarh	16	...	6	2	8	50·0
Muttra	8	...	1	2	3	37·5
Etáwah	10	2	...	...	2	20·0
Farukhabad	14	...	...	...	...	...
Moradabad	20	1	2	1	4	20·0
Bareilly	21	2	5	2	9	42·9
Sháhjahánpur	7	...	2	2	4	57·1
Allahabad	44	...	7	2	9	20·5
Cawnpore	9	1	1	1	3	33·3
Bánda	4	1	...	1	2	50·0
Benares	24	1	5	3	9	37·5
Mirzapur	8	2	2	...	4	50·0
Bara Banki	6	1	2	1	4	66·6
Unao	6	...	...	...	...	...
Sitapur	3	...	1	...	1	33·3
Kheri-Lakhimpur	7	...	1	1	2	28·6
Hardoi	14	...	2	...	2	14·3
Fyzabad	10	1	5	...	6	60·0
Gonda	7	...	2	2	4	57·1
Bahraich	6	...	...	1	1	16·7
Rae Bareli	7	...	...	...	...	...
Sultanpur	8	...	4	...	4	50·0
Partabgarh	9	...	...	2	2	22·2
Total ...	281	12	51	23	86	30·6
B.—Aided Schools.						
Agra College	30	2	8	7	17	56·6
Jai Narain's College, Benares	5	...	...	...	...	...
London Mission Collegiate School, Benares ...	19	...	1	2	3	15·8
Bengali Tola preparatory " " ...	7	...	2	...	2	28·6
St. John's College, Agra	17	...	2	...	2	11·8
Victoria " "	5	...	...	...	...	...
St. Peter's " "	7	...	2	2	4	57·1
M. A. O. " Aligarh	32	1	9	6	16	50·0
Christ Church School, Cawnpore	12	...	2	...	2	16·7
Memorial " "	1	...	...	...	...	...
Boys' High School, Allahabad	5	...	1	...	1	20·0
Girls' " " "	3	1	...	...	1	33·3
London Mission High School, Mirzapur ...	9	...	...	...	...	...
Church " School, Jaunpur	5	...	1	2	3	60·0
Victoria School, Gházipur	12	...	2	1	3	25·0

SECONDARY SCHOOLS.

RESULTS OF THE CALCUTTA ENTRANCE EXAMINATION—(*concluded*).

District	Number of candidates.	Number passed. Division I	Division II.	Division III	Total.	Percentage of total passes.
B.—Aided Schools—(concluded)						
Mission High School, Gházipur	11	...	3	...	3	27·3
" " " Azamgarh	7	...	1	2	3	42·9
" " " Gorakhpur	19	1	4	2	7	36 8
" " " Meerut	7	..	2	...	2	28 6
" " " Almora	11	1	4	2	7	63 7
" " " Dehra Dún	1	...	...	...	...	...
" " " Sahárunpur	3	...	...	1	1	33 3
" " " Mainpuri	6	...	1	..	1	16 7
Diocesan Boys' School, Naini Tal	3	...	...	1	1	33 3
" Girls' " "	3	...	...	...	...	...
Boys' High " "	5	1	2	1	4	80·0
St George's College, Mussoorie	9	..	..	...	...	...
Training School, Dehra Dun	2	...	1	1	2	100
American Mission School, Allahabad ...	12	...	2	...	2	16 7
St Fidelis's School, Mussoorie	3	...	...	...	...	...
Girls' High School, Cawnpore	5	...	...	...	...	...
Anglo-Vernacular School, Ballia	4	...	1	..	1	25 0
Canning College, Lucknow	43	1	3	5	9	20 9
Lyall Collegiate School, Balrámpur	2	...	1	...	1	50·0
Church Mission School, Lucknow	11	...	...	1	1	9·0
Centennial High School, Lucknow	10	...	2	1	3	30·0
Girls' High School, Lál Bagh, Lucknow ...	3	...	...	...	...	...
Total ...	349	8	57	37	102	29 2
C.—Unaided Schools.						
High School, Mussoorie	11	...	4	1	5	45·5
Kuch Bihar Training School, Benares ...	6	...	1	...	1	16 7
Kayasth Patshala, Allahabad	10	...	2	1	3	30 0
Mufid-Khalaiq School, Aligarh	8	...	...	...	...	...
Hampton Court School, Mussoorie	2	...	1	...	1	50·0
Caineville School, Mussoorie	2	...	...	...	...	...
Farukhabad Girls' High School	2	...	...	...	...	...
City Anglo-Vernacular School, Allahabad ...	1	..	...	...	...	..
Total ...	42	...	8	2	10	23 8
D.—Other candidates						
Private candidates	51	1	2	4	7	13 7
GRAND TOTAL, N.-W. P. AND OUDH ...	723	21	118	66	205	28 3

DEPARTMENTAL EXAMINATIONS.

48. The examinations conducted by this department were held on April 6th and the following days, instead of as in previous years in December, the change having been made with reference to the date fixed for the Calcutta University examinations. The period of the annual examination now falls into the last month of the school year, which ends with the long vacation beginning in May. In consequence of this change in the time of holding the examination, the candidates were able this year to continue their preparation three months longer.

The papers set at the departmental examination will be found printed in appendix III. The system of marking and the subjects were unchanged. The chief modification in the conduct of these examinations was the payment of examiners, and the employment of many examiners who were not on the staff of this department. For the Anglo-Vernacular examination 11 examiners were employed, of whom five were unconnected with this department. Mr. Gordon, Head Master, Allahabad Zila School, was appointed Chief Examiner, and performed the duties in a very satisfactory manner. For the Vernacular examination, a board of 20 examiners was appointed, who acted as usual under the late Mr. Harrison, Principal of the Muir College. Of these examiners nine were masters in private schools.

The candidates from these provinces examined at the Anglo-Vernacular examination numbered 1,682* against 1,026 last year, being an increase of 656 or 63 per cent. The candidates at the *vernacular* examination numbered 3,000. Last year

* Including the candidates examined at Ajmír, the total was 1,698.

there were only 1,708 candidates, and the increase of 1,292 was equivalent to an increase of 175 per cent. This great increase in the number of candidates is due mainly to the stringency of the Government orders requiring every candidate for Government service to have passed the departmental or some higher examination.

The following is a comparison of the results of the Anglo-vernacular examination with those of last year :—

Comparative statement of the results of the Anglo-vernacular examination for North-Western Provinces and Oudh.

		Number of candidates	Passed.	Percentage of passes.
Government schools ...	1884 ...	459	340	74
	1885 ...	680	421	62
Aided schools ...	1884 ...	428	199	46
	1885 ...	665	282	42
Other candidates ...	1884 ...	139	67	48
	1885 ...	337	84	25

The most remarkable increase was thus in the number of private candidates, an increase accompanied by a great falling off in the number of passes.

The following is a similar statement for the vernacular examination :—

		Number of candidates.	Passed.	Percentage of passes.
Government schools ...	1884 ...	1,381	786	57
	1885 ...	2,164	866	40
Aided schools ...	1884 ...	61	19	31
	1885 ...	41	5	12
Other candidates ...	1884 ...	266	78	29
	1885 ...	487	60	12

The large increase in the number of candidates was accompanied by a very considerable diminution in the proportion of the successful candidates. Probably the average standard of preparation of the candidates from the *schools* was much the same this year as in the preceding, and the decrease in the proportion of successful candidates was due to some change in the conduct of the examinations, among which may be mentioned the following: (1) the examiners were paid for the first time and half, the number were elected from among the teachers of aided institutions ; (2) a strict supervision was exercised over the examinees to prevent unfair practices, by the appointment of supervising committees with (generally) a Covenanted Assistant Collector as Chairman; (3) each candidate was required to write his answers in a stitched book, and no slips of paper were allowed to be introduced ; (4) other measures which need not be detailed were taken to prevent any unfair assistance being given to the candidates. It is therefore not improbable that the diminution in the ratio of passes may be in great measure due to these changes and not to any depreciation in the standard of preparation.

The Anglo-vernacular Examination.

49. The candidates are classed in three groups: (A) those from Government schools ; (B) those from aided schools ; (C) private candidates. From the first group we have 680 candidates, of whom 421 or 62 per cent. passed; from the aided schools we have 665 candidates, of whom 282, or 42 per cent., passed ; and, finally, of 337 private candidates, only 84, or 25 per cent., passed. Thus the Government schools show the same superiority over the aided schools as they did last year, when the examiners were taken entirely from among the officers of this department. This superiority is even more strongly marked when we consider the *divisions* in which the successful candidates passed. Out of 421 passed candidates from the Government schools, 107, or 25 per cent., stand in the first division; but of the 282 successful candidates from the aided schools, only 28 or 10 per cent. were placed in the first division. Of the successful private candidates 13 per cent. took the same position.

50. The position of the several Government schools with reference to these examinations has been generally indicated in sections 38 and 46 ; the following statement shows them in serial order with reference to the percentage of their successful candidates to the total number sent up. The very low rank taken by the schools at Rae Bareli, Kheri, and Gonda is noticeable. It may be well to state that where a master has but a small class to prepare, the proportion of passes from the class should be very high.

SECONDARY SCHOOLS.

Government Zila Schools in an order of their success at the Anglo-Vernacular Examination.

Number in rank.	Name of School.	Percentage of passes.	Number in rank.	Name of School.	Percentage of passes.
1	Fatehpur	88 8			
2	Fyzabad	88 2	16	Bareilly	66·0
3	Bara Banki	87·5	17	Benares	63·6
4	Etah	85 7	18	Moradabad	63 1
5	Hamírpur	80 0		Cawnpore	63·1
6	Hardoi	78 9	19	Sultanpur	61·9
7	Bijnor	77·7	20	Allahabad	59·7
8	Unao	76 4	21	Bánda	58 3
9	Budaun	75·0	22	Etáwah	55·7
	Shéhjéhánpur	75·0	23	Aligarh	55·0
	Lalitpur	75 0	24	Sitapur	54 5
10	Sahéranpur	73 3	25	Jaunpur	52·3
11	Farukhabad	72 2	26	Bahraich	47·0
12	Muzaffarnagar	71·4	27	Jhánsi	41·6
	Bulandshahr	71 4	28	Mirzapur	40 0
13	Meerut	70·0	29	Rae Bareli	34·7
14	Muttra	68 0	30	Kheri	33·3
15	Mainpuri	66·6	31	Gonda	10·5
	Jalaun (Kálpi)	66 6			
	Partabgarh	66·6			

51. The following is a statement of the subjects in which the candidates failed :—

Number of candidates who failed in each subject.

Groups of candidates.	English.	Mathematics.	Second language.	History and Geography.	Science.
From Government schools ...	173	86	180	42	26
„ aided „ ...	267	222	257	89	39
„ other „ ...	167	188	172	118	59
Total ...	607	496	609	249	124

Percentage of failures.

From Government schools ...	25·4	12·6	26·5	6 2	3 6
„ aided „ ...	40 2	33·4	38 6	13 4	5 9
„ other „ ...	49·5	55·8	51·0	35·0	17·5
Total ...	36·1	29·5	36·2	14·8	7·4

The comparative inefficiency of the teaching in English and Mathematics at the aided schools is very marked. Whereas in the Government schools the failures in these subjects were only 25 and 13 per cent., in the aided schools they were 40 and 33 per cent. The large proportion of the candidates from the Government schools who failed in their second language points to the necessity of greater attention being paid to the subject. The subject "science" consists of the *Sanitary Primer*, which any boy with a good average memory may learn by-heart. In a less degree this is the case with the History and Geography: these three subjects are easily "crammed:" in the other three a knowledge, genuine as far as it goes, is required for success.

52. Some idea of the standard of tuition in the several Inspectors' circles may be gathered from the *proportion of the successful candidates who passed in the 1st division:*—

The proportions are as follow:—

Jhánsi ...	33	per cent.
Benares ...	32	,,
Allahabad	26	,,
Oudh ...	26	,,
Meerut .	25	,,
Rohilkhand	25	,,
Agra ...	21	,,

It was creditable to the Jhánsi schools to have passed four candidates out of 12 in the 1st division.

53. Each candidate at the examination is required to pass in a *second* language in addition to English, which may be at his choice, Persian, Urdu, Hindi, or Sanskrit. It will be of interest to show the number of the candidates in each of these four languages. The numbers are as follow:—

	Number of candidates.
Persian	1,021
Urdu ...	329
Hindi ...	267
Sanskrit	65
Total	1,682

Of the candidates in Hindi, 47 came from the Kumaun Division, where the public business in vernacular is conducted in the Nagari character. The great predominance of Persian is very striking.

Castes of successful candidates.

54. The following statement shows the castes and creed of the 787 successful candidates. The names given are those by which they have been returned in the lists received from the Inspectors:—

Ahír	2
Brahman	183
Bania	84
Bhat	1
Carpenter	1
Chhipi	1
Goshain	1
Gararia	1
Bishnoi	1
Halwái	2
Khatri	24
Kayasth	224
Kisan, Mali, &c.	3
Kalwár	3
Rájput	42
Kandu	2
Lohar	1
Lodha	1
Mahájan	1
Teli	1
Sikh	1
Sonár	2
Tamoli	1
Tailor	1
Taga	1
Unspecified	19
Total Hindus	604
Muhammadans	171
Christians	12
GRAND TOTAL	787

Thus the Brahmans, Banias, Khatris, and Kayasths made up 515 of the successful candidates, the Muhammadans 171, and the Christians 12, the remaining 89 being contributed from miscellaneous Hindu castes. The fewness of the Rájputs is as remarkable as is the predominance of the Kayasths. The Kayasth candidates come from a caste numbering only about half a million of persons, while the Brahmans number over 4½ millions and the Rájputs over three millions.

The Vernacular Examination.

55 The candidates who *appeared* at this examination numbered 2,692, of whom 931, or only 35 per cent., passed—a much smaller proportion than at the anglo-vernacular examination, where 47 per cent. were successful. The greater success of candidates from the Government schools is noticeable: 40 per cent. passed against 12 per cent. of the candidates from the aided schools.

SECONDARY SCHOOLS.

Abstract of the results of the Departmental Vernacular Examination.

Class of candidates.	URDU.						HINDI.						Total.		
	Number of candidates.	Number who passed.			Total		Number of candidates.	Number who passed.			Total.		Total candidates.	Total passes.	Percentage of passes.
		I Division.	II Division	III Division.	Absolute number.	Percentage.		I Division.	II Division.	III. Division	Absolute number.	Percentage.			
From Government schools,	1,286	46	239	193	478	37·2	878	38	197	153	388	44·2	2,164	866	40 0
From Aided schools ...	34	..	1	2	3	8 8	7	1	...	1	2	28 5	41	5	12 2
Others	441	5	26	23	54	12 2	46	...	3	3	6	13 0	487	60	12·3
Total ...	1,761	51	266	218	535	30 4	931	39	200	157	396	42·5	2,692	931	34 6

From the above abstract it will be seen that 80 per cent. of the candidates examined came from the schools maintained by the State. It is, moreover, probable that the majority of the private candidates had been educated at the same institutions: many of them consisted of boys who went up as *private* candidates because their teachers had considered them insufficiently prepared to appear as pupils of their schools, and 167 were persons in Government service who were required to obtain certificates of having passed. Thus practically the whole preparation of the candidates for these vernacular examinations is in the hands of the teachers in the State institutions. The contrast between the candidates of the two examinations is thus very marked: in the one only 40 per cent. came from the Government schools, in the other probably not less than 90 per cent. owed their training to the State institutions.

The next point worthy of note is the fact that only 931 candidates chose Hindi as the character and language of the examination, while 1,761 appeared in Urdu. Since—except in the Kumaun Division—the passing in Hindi does not qualify for Government offices, this result is not surprising. Many of the candidates in Hindi were probably connected with 'patwáris' families. The candidates in Hindi, however, were considerably more successful than those in Urdu, 42 per cent. passing to only 30 per cent. of the latter. It is not improbable the greater success of the candidates in Hindi is due to the fact of many being scholars who have studied from predilection, and not merely to obtain a certificate qualifying them for Government service.

All further details of the results will be found in the table printed at the end of this report.

56. I give below the percentage of the candidates who passed from the Government schools of each district, the districts being placed in order of merit as shown by this percentage. The result of the examination of the candidates from the schools in the Taráí, Muzaffarnagar, Allahabad, Azamgarh, Meerut, Sháhjahánpur, and Agra are very creditable to the Deputy Inspectors under whose supervision the candidates were trained and selected for the examination.

DEPARTMENTAL VERNACULAR EXAMINATION OF GOVERNMENT SCHOOLS.

Districts arranged in the order of the success of the candidates.

No. in rank.	Name of district.	Number of candidates.	Number passed	Percentage.
1	Taráí	6	6	100
2	Muzaffarnagar	27	21	77 7
3	Allahabad	36	26	72·2
	Azamgarh	36	26	72·2
4	Meerut	38	26	68·4
5	Sháhjahánpur	48	32	66·6
6	Agra	63	38	60·3
7	Sultanpur	15	9	60
8	Fatehpur	28	16	57 1
9	Pilibhít	16	9	56·2
10	Dehra Dún	2	1	50·
11	Etah	112	55	49·1
12	Bulandshahr	74	36	48·7
13	Unao	33	16	48·5
14	Farukhabad	65	31	47·7
15	Aligarh	82	39	47·6
16	Etáwah	70	33	47 1
17	Hardoi	54	24	44·4
18	Sitapur	32	14	43·7
19	Muttra	53	23	43·4
20	Ballia	37	16	43·2
21	Mainpuri	53	22	41·5
22	Budaun	76	30	39·5
23	Jalaun	35	13	37·1
24	Partabgarh	22	8	36·4

DEPARTMENTAL VERNACULARS EXAMINATION OF GOVERNMENT SCHOOLS.

Districts arranged in the order of the success of the candidates.

No. in rank.	Name of District.	No. of Candidates.	No. passed.	Percentage.
25	Benares	31	11	35·5
26	Gházipur	81	28	34 6
27	Moradabad	44	15	34 1
28	Lalitpur	6	2	33·3
29	Bijnor	120	38	31·7
30	Saháranpur	66	20	30·3
31	Fyzabad	20	6	30·
	Gonda	20	6	30·
	Rae Bareli	30	9	30·
32	Bareilly	75	22	29·3
33	Hamírpur	24	7	29·2
34	Cawnpore	84	2 4	28·6
35	Mirzapur	40	11	27·5
36	Jhánsi	22	6	27·3
37	Bara Banki	41	11	26·8
38	Lucknow	34	9	26 5
39	Gorakhpur	99	26	26·3
40	Bánda	35	9	25·7
41	Jaunpur	79	18	22·8
41	Basti	46	10	21 7
43	Bahraich	15	3	20·
44	Kumaun	12	2	16·7
45	Garhwál	9	1	11·1
	Kheri	18	2	11·1

57. Of the 2,692 candidates examined 1,957 were Hindus, 733 Muhammadans, and two Christians. The very large proportional number of the Muhammadans is worthy of note. In the general population of these provinces the proportion of Hindus to Muhammadans is as 86 : 13, and hence we should have found to 1,957 Hindu candidates only 295 Muhammadans; we, however, find more than double that number. Relatively, therefore, to population the Muhammadan candidates are more than double the number of the Hindu.

It should be noted that of the 1,761 candidates in Urdu, 104 only took up Persian.

58. Before leaving the subject of the vernacular examination, I would point out an essential difference between it and the other examination held by this department. The departmental examination in vernacular is the *final* standard of the public vernacular education in these provinces, and is the highest stage up to which those scholars whose studies do not embrace English or a classical examination, proceed. The Anglo-vernacular examination is an examination of the third class of the High School series, a series fixed mainly with reference to the highest standard up to which the English schools teach, *viz.*, the Entrance Examination of the Calcutta University. Thus the vernacular examination is wrongly termed a *middle* examination : it is the final examination of our secondary vernacular schools. The Anglo-vernacular examination is a true middle examination, being intermediate between the high and the primary stages.

The vernacular examination has been, since its institution, under the management of the late Mr. Harrison, the Principal of the Muir College, and he was engaged on the completion of the results analysed above, when attacked by the illness which proved fatal. His loss will be seriously felt in the conduct of the examination next year.

59. The expenditure on the departmental examinations was as follows:—

	Rs.
Examiners' fees	4,675
Contingent charges at centres of examination	1,515
Ditto at Head office	488
Cost of answer books	511
Printing question papers	1,493
Total Rs.	8,702

The fees levied from candidates amounted to Rs. 3,570 Deducting this, the total cost was Rs. 5,132. The number of candidates *examined* being 4,526, the average cost was Re. 1·1 per candidate.

Prizes for handwriting.

60. An allotment of Rs. 50 is made quarterly to be distributed in prizes for the best specimens of penmanship by pupils of the zila schools, who have not passed beyond the middle stage. The following statement shows the number of prizes taken by the several classes of each school. The Benares school was the most successful, taking six prizes during the year.

SECONDARY SCHOOLS.

Statement showing the schools to which handwriting prizes were awarded during the year 1884-85.

Name of School.	English.			Persian character.		
	III Class.	IV Class.	V Class.	III Class.	IV Class	V Class
Saháranpur ...	...	1	...	...	...	...
Aligarh ...	...	1	...	...	...	...
Muttra ...	...	...	...	...	1	...
Agra ...	...	...	...	1	1	1
Etáwah ...	...	3	1	...	...	...
Etah ...	...	...	1	...	...	...
Bijnor ...	...	...	1	1	2	...
Cawnpore ...	...	...	1	...	...	...
Fatehpur ...	2	...	...	...	...	1
Bánda ...	...	...	...	1	...	...
Allahabad ...	1	...	...	1	2	...
Jaunpur ...	...	...	1	...	...	...
Benares ...	2	1	1	1	1	...
Jhánsi ...	...	1	...	...	...	...
Bara Banki ...	...	...	...	...	...	1
Sitapur ...	...	...	...	1	...	...
Hardoi ...	...	1	...	...	...	1
Fyzabad ...	1	...	1	...	...	...
Bahraich ...	...	...	...	...	1	...
Gonda ...	2	...	...	...	...	...
Rae Bareli ...	...	...	...	2	...	...
Partabgarh ...	...	...	1	...	...	...

PRIMARY SCHOOLS

B.—PRIMARY SCHOOLS.

Primary schools for boys, under public management (Vernacular).

61. Under this heading are included the *halkabandi* or village schools, and the free schools maintained by Municipal Committees. They are under the management of the District Boards and Municipal Committees, and are the chief provision made for the education of the *people* of these provinces. They correspond therefore to the *public elementary schools* of England.

The following are the statistics of these schools for the province:—

Scholars in Public Elementary schools for Boys, 1885.

Number of schools.	Scholars in upper primary section.	Scholars in lower primary section.	Total scholars.	Scholars in third class.	Passed upper primary examination	Scholars in fifth class	Passed lower primary examination.
4,956	30,293	144,259	174,552	9,014	4,538	22,968	13,043

The expenditure was as follows:—

	Rs.
From public revenue	4,90,889
„ Municipal revenue	15,095
„ Fees	1,811
„ Subscriptions	1,232
„ Other sources	1,130
Total ...	5,10,157

62. If we examine the statistics of the village schools of a district with a view to estimate the work of the year, we may compare them with the statistics of the same district for previous years, and with the statistics of other districts. The main points which we wish to elucidate are the proportion of the boys of school going age who are brought under the influence of our teachers, and the *extent* of this influence over the scholars. In comparing one district with another to show the relative *efficiency* of the work of the Educational officers, we cannot accept the proportion of the population in our schools as any certain indication, unless we can be sure, that the populations of the two districts resemble one another in willingness to attend school. Since we cannot be sure of this without making a very elaborate examination of the classes who make up the population, we must take as a better test the relative progress made, that is, the ratio of increase of the two districts to be compared. Where, however, the proportion of the population in our schools varies considerably from district

to district, we may suspect this to be due to some difference in the management of the schools. The *extent* of the influence exercised over the scholars must be inferred from (1) the proportion of the scholars who reach the higher classes, and (2) the proportion who pass the upper and lower primary examinations. Having induced the boys to come to school how far is the teacher successful in leading them on to the fruit bearing stage? Another gauge of efficiency will be the amount of educational work done for the money. PRIMARY SCHOOLS.

We can thus, with reference to the available statistics compare the Government schools for the people in the several districts under the following heads :—

(*a*) The proportion of the population who attend these schools.
(*b*) The rate of increase in the number enrolled.
(*c*) The rate of increase in the number of scholars in the upper primary section of the schools.
(*d*) The proportion of scholars in the upper primary section of the schools.
(*e*) The proportion of the scholars in the top 3rd class.
(*f*) The proportion of scholars who pass the upper primary examination.
(*g*) The proportion who pass the lower primary examination.
(*h*) The average cost of the instruction given.

But in the present state of the statistics the following remarks are needed :—

In three of the great divisions, *viz*, Benares, Rohilkhand and Meerut, I am not certain that the numbers enrolled are not exaggerated; for I have not been able to satisfy myself that there has been exercised over the village schoolmasters, as a whole, the amount of vigilance required to prevent a fictitious return being made. A change in the Deputy Inspector of Schools may result in a considerable nominal increase or decrease without any real difference having occurred.

The comparison of the passes in the upper and lower primary standards and the number of scholars in the upper stage is a somewhat uncertain guide; we have no fixed standards of *each class* for the province; and except in the divisions of Agra, Allahabad and Oudh, there has been no such supervision as to insure a uniform standard throughout each Divisions; the promotions have been mostly left to the discretion of the Deputy Inspector of Schools. Thus in the absence of any recognised standard for each class and of any rules for the conduct of examinations, it is difficult to make a satisfactory comparison between the results shown for the several districts and divisions.

The returns of the *number* who passed the upper and lower examinations of previous years are useless for comparison, owing to the diversity found prevailing in the method of counting and returning the passes in these standards.

The comparisons above indicated cannot therefore be accepted as accurate, yet they are of value and if applied to large areas, do correspond to actual facts.

63. The vernacular schools consist of seven classes, the lowest being denominated class VII and the highest, class I. This class I is known as the middle class, being the class from which scholars enter the vernacular examination held annually by this department. There is one standard of this examination for the province, which is well known and fairly fixed. Now the six classes below the first, form six stages leading up to the standard of the middle examination, and may be roughly taken to represent a course of instruction in six annual stages. Thus the tuition at each of these stages towards the middle examination is necessarily closely alike throughout the province.

These seven classes are grouped into three sections—the first and second classes form the middle section, the 3rd and 4th the upper primary section, the 5th, 6th, and 7th the lower primary section.

The upper primary examination is the examination of the 3rd class which admits a scholar to the middle sections of the schools,—sections which, as a rule, are maintained only in the tahsili or town schools. Thus, if all boys, or a very large proportion who pass this standard, did actually enter the middle school, the laxity or severity of the upper primary standard would be very fairly indicated by the proportion of the boys in the middle section who at the end of two years passed the middle examination. Unfortunately but very few go on to the middle stage, and those who do are mostly pupils in the town schools. Hence the success of the middle section is no good criterion of the strictness of the upper primary examination, though it is, I think, some indication of it, unless the Deputy Inspector deliberately makes a difference in his standard when he examines a town school, and I do not think this likely.

From the above it appears that the upper primary examination being two years below the middle, must be mainly determined by the latter examination, and will notwithstanding the absence of detailed rules for conducting it be much the same throughout the province. I think, therefore, the proportion of passes in this standard does afford an important indication of the relative work in the several divisions and districts.

A similar reasoning applies to the statistics showing the proportion of scholars in classes three and four (the upper primary section) and the proportion who pass the lower primary examination.

It may be well to note that the statistics of several districts show an eccentricity which must be attributed rather to an irregularity in their compilation than to actual differences. For example, I find the number of scholars belonging to the upper primary section in the Hamírpur district returned as follows :—

Year.	*Scholars in upper primary section*	*Percentage on total scholars.*
1880	297	8
1881	1,308	38
1882	744	22
1883	723	24
1884	732	25
1885	611	27

Now this extraordinary proportional increase in 1881 was accompanied by an absolute increase in the number of scholars enrolled The increase is absurd, and I do not think it probable that the present extremely high proportion of 27 per cent, corresponds to the facts. Special attention has been drawn to the alleged inefficiency of the Hamírpur schools, and figures cannot be accepted without special testing. (See paragraph 46, page 21).

64. The following statement gives the proportion of boys in these schools to the male population of the district by the census of 1881.

Proportion of scholars in primary schools to male population.

District.	Population in thousands.	*No. of scholars in school.*	
		Scholars.	No. of scholars to 1,000 males.
Dehra Dún	84	739	8·8
Saharanpur	530	3,444	6·5
Muzaffarnagar	409	3,106	7 6
Meerut	705	5,875	8·3
Bulandshahr	492	3,523	7 2
Aligarh	551	4 715	8 6
Muttra	361	3,846	10 7
Agra	527	4,479	8 5
Farukhabad	490	3,725	7·6
Mainpuri	442	2,609	5 9
Etáwah	395	3,053	7·7
Etah	414	3,526	8·5
Bijnor	383	3,183	8 3
Moradabad	610	3,413	5 6
Badaun	487	2,892	5 9
Bareilly	548	3,819	7 0
Sháhjahanpur	460	3,114	6·8
Pilibhit	240	1,849	7·7
Cawnpore	629	4,798	7 6
Fatehpur	348	3,098	8 9
Banda	354	3,905	11 0
Hamírpur	260	2,212	8·5
Allahabad	742	3,950	5 3
Jaunpur	611	5,185	8 5
Azamgarh	816	6,171	7 6
Mirzapur	567	3,615	6 4
Benares	451	3,803	8 4
Gházipur	507	3,882	7 6
Gorakhpur	1,306	6,530	5 0
Basti	824	4,178	5 1
Ballia	451	3,573	7 9
Jhánsi	173	1,513	8 7
Jalaun	216	1,811	8 4
Lalitpur	130	711	5 5
Almora	274	6,276	22 8
Garhwál	171	2,343	13 7
Tarai	113	299	2 7
Lucknow	365	2,444	6 7
Unao	461	4 015	8 7
Bara Banki	524	6,043	11 5
Sitapur	506	4,114	8 1
Hardoi	532	4,397	8 3
Kheri	445	2,816	6 3
Fyzabad	546	3,494	6 4
Bahraich	459	3,454	7 5
Gonda	651	3,392	5 2
Rae Bareli	467	4,782	10 2
Sultanpur	475	3,787	8·0
Partabgarh	421	3,082	7 3
Total Province ...	22,912	174,552	7 6

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65. To ascertain the *progress* made in the several divisions, I will take figures for the years 1882 and 1884, that is, compare the figures in the old tables, not the new, which have been compiled in a different manner:—

Scholars in public vernacular schools.

Divisions.	(a) *Scholars in the schools on 31st March.*		Absolute increase.	Percentage of increase.	Percentage of scholars, 1884, to population census, 1881.
	1882.	1884.			
Meerut	24,986	25,942	956	3	·9
Agra	25,782	26,967	1,185	4	1·0
Rohilkhand	21,023	23,062	2,039	9	·8
Allahabad	25,335	26,868	1,533	6	·9
Benares	34,729	37,890	3,161	9	·7
Oudh	45,791	49,570	3,779	8	·8

(a) The figures are for the halkabandi and the *tahsili* schools. The totals are the *initial* figures of the year, that is, the roll of the school for the last day of March. A tahsili school is usually a primary school with a few boys reading for the middle examination. The halkabandi and tahsili schools should be treated together, but the classification adopted by the Government of India, requires the tahsili schools to be included under the heading "secondary."

Thus in April, 1884, the most numerously-attended schools were those of Agra, the least so those of Benares; but throughout the province the proportion of the people who came to these village and tahsili schools, was pretty much the same—about 1 per cent. During the previous two years the greatest progress in numbers was made by Rohilkhand and Benares.

The chief increase is found in the divisions which are still the most backward, *viz.*, Benares, Rohilkhand, Oudh and Allahabad: in Meerut and Agra where the schools appear to be best attended, the progress was least.

66. The next point to be examined in the proportion of the scholars who reached the upper primary stage and the proportion of boys in the middle schools who passed the middle examination. The statistics are as follows:—

Divisions.	*Percentage of scholars in the upper primary section* (a).		Percentage of scholars in middle section who passed the middle examination. Mean of five years (b).
	1882.	1884.	
Meerut	14·9	15·0	14·7
Agra	16·8	20·8	20·5
Rohilkhand	14·0	14·7	11·8
Allahabad	18·7	19·6	13·7
Benares	15·4	15·4	12·6
Oudh	17·5	20·7	11·2

(a) These figures are for the village and tahsili schools.
(b) The percentage of passes is calculated upon the number shown in the middle classes for the last day of March *preceding* the examination, which took place in December.

Here the Agra division is shown as making the greatest progress in the standard of learning: the scholars in the upper section of the schools increased from 17 to 21 per cent., and that this was not due to any lowering of the standard is confirmed by the high percentage of the middle scholars who passed the examination. In Oudh an almost similar improvement occurs, but the success at the middle examinations is very inferior. The increase in the numbers in Benares and Rohilkhand is not accompanied by any improvement in quality, and Meerut remains stationary also. The inferiority of all these divisions to Agra as tested by the middle examinations is striking.

67. I would sum up the results of the two abstracts as follows:—

Oudh during the two years has increased both in numbers and the quality of the teaching.

Agra has not increased in numbers, but the quality of the teaching has improved, and is shown by the success in the middle examination to be the most efficient.

In Allahabad a slight improvement both in numbers and teaching is apparent.

Though Benares and Rohilkhand have improved their numbers, this has not been accompanied by any improvement in the standard of teaching, and is consequently of little value.

Meerut has made no appreciable improvement either in its numbers or its teaching.

Briefly, I should say that the Agra and Oudh divisions have improved decidedly, Allahabad slightly, and Benares, Rohilkhand and Meerut not at all.

68. It is needless to examine the former figures for the small divisions of Jhánsi and Kumaun. I will now take the statistics of these primary schools as shown in the tables for the present year. They differ from those hitherto shown because all schools with middle classes are excluded.

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Vernacular primary schools under Public Management, 1884-85.

Division.	Number of schools.	Scholars in upper primary section.	Scholars in lower primary section.	Total.	Scholars in 3rd class.	Passed upper primary standard.	Scholars in 5th class.	Passed lower primary standard.
Meerut ...	689	3,057	18,345	21,402	972	377	2,714	1,305
Agra ...	730	4,572	16,666	21,238	1,331	766	3,454	2,076
Rohilkhand ...	590	2,379	15,891	18 270	845	545	2,199	1,362
Allahabad ...	691	4,368	18,780	23,148	1,326	518	3,523	2,058
Benares ...	813	4,783	26,984	31,747	1,365	582	4,517	1,842
Jhánsi ...	143	474	3,561	4,035	80	18	531	219
Kumaun ...	170	842	8,070	8,912	137	72	254	102
Oudh ...	1,130	9,838	35,962	45,800	2,958	1,660	5,776	4,079
Total ...	4,956	30,293	144,259	174,552	9,014	4,538	22,968	13,043

Percentage of total scholars under each heading.

Meerut	14·2	85·8	100	4 5	I 7	12 6	6·1
Agra	21·5	78 5	100	6 2	3 6	16·2	9·7
Rohilkhand	13·	87·	100	4·6	2·9	12·	7·4
Allahabad	18 9	81·1	100	5 7	··2	15 2	8 9
Benares	15	85·0	100	4·3	1 8	14 2	5·8
Jhánsi	11·8	88 2	100	2 0	·4	13·1	5 4
Kumaun	9·4	90 6	100	1·5	·8	2·8	1 1
Oudh	21.5	78 5	100	6 4	3·6	12·6	8 9
Total	17 4	82·6	100	5·1	2 6	13·1	7 4

69. It will be convenient to consider first the figures of the Oudh and Agra divisions. The number dealt with by the Inspector of the Oudh Schools was nearly double that of the Agra Division, but the results are strikingly similar. For convenience of reference I bring them together here, and show the mean results for the province for comparison. Whole numbers are shown.

Percentages of primary school boys in each group.

	Upper primary section.	3rd Class.	Passed upper primary standard.	5th Class.	Passed lower primary standard.
Oudh	21	6	4	13	9
Agra	21	6	4	16	10
Province	17	5	3	13	7

The superiority of the results in these two divisions over those for the province generally is clearly demonstrated by the above figures. We find in both divisions the same proportion of the scholars in the upper primary section, and the same proportion has passed the upper primary standard and these are the two main criteria of the efficiency of the schools. The proportion of scholars in the 3rd class, and the proportion who passed the lower primary standard, are nearly the same. Had the Agra classification been made throughout (as ordered by me) after the reconstitution of the classes consequent on the annual examination, the proportions under each of the headings would, I think, have corresponded almost precisely with those for Oudh.

The above noted superiority in the results for these two divisions is due, I have no doubt, to the method and energy which Messrs. Lloyd and Nesfield have brought to bear upon their work. During my tours through the Province I was as much struck with the organisation which these officers had introduced into their divisions as with its absence throughout the rest of the province. There is no such difference between the people of the six great divisions as will explain the varied results: if the boys are once induced to come to school the *tuitional results* should be pretty much the same throughout—precisely as we find them in the two separate divisions of Oudh and Agra.

Owing to the error of classification above referred to, it will be better to take the figures for the Oudh division as a gauge for the figures of the rest of the province.

70. Next in rank to these divisions comes that of Allahabad with 19 per cent. of its scholars in the upper primary section and 6 per cent. in the 3rd class. In the lower primary standard the same proportion, 9 per cent., is shown to have passed as in Oudh. This result again corresponds with what I gathered during my tour. The Inspector, Mr. Dodd, has his schools better in hand and under more efficient organisation than any other Inspector except Messrs Lloyd and Nesfield. These three divisions have, moreover, had the advantage of the supervision for many years of the same Inspectors.

who have identified themselves with their work, whereas Benares and Meerut, and in a less degree Rohilkhand, have suffered from repeated changes of Inspectors.

It should be noted that this relatively high proportion of scholars found in the upper primary stage in the Allahabad division has been now maintained for four years: it has been the same since 1882*.

The figures for the Benares division indicate a very serious falling off; we have only 15 instead of 21 in the upper primary division, four instead of six in the *third* class, and the proportion of scholars returned as passing the upper standard is only half that of Oudh, and instead of nine scholars passing the lower standard we have six.

The figures for the Meerut Division indicate, on the whole, about the same low standard of efficiency as those of the Benares division, the 14 per cent. in the upper stage placing it rather lower. In Rohilkhand only 13 per cent. are returned in the upper section. I am inclined to think there has been some irregularity in the return of the numbers in class *three* in some of the Rohilkhand districts: in Sháhjahánpur, where special attention has been paid to these schools for some years by Mr. Whish, the Joint-Magistrate, the proportion is kept down to 2·8. From what I have seen of the division I should be much surprised if the standard of instruction in the schools was as high as some of proportion in the third class would indicate. I should place the division where the proportions of the scholars in the upper section indicates, rather below Meerut. A mere inspection of the figures for the small divisions of Kamaun and Jhánsi beside those for Oudh, is sufficient to show the low standard up to which the schools in these divisions have been brought. They have been many years under Pandit Buddhi Vallabh and Munshi Sohan Lal.

71. Thus an examination of the figures now first presented points definitely to the same conclusion as did the examination of those for the years 1882 and 1884, *viz.*, to the much superior efficiency of the schools under Messrs. Lloyd and Nesfield, and the great inferiority of the schools in the divisions of Benares, Rohilkhand and Meerut, results which are completely in accordance with my own observations when on tour.

72. If we take the figures for the province generally the proportion of scholars in the upper primary section is returned as precisely the same as it was on 31st March, 1880, five years ago, *viz.*, 17 per cent. It would appear then that the standard of instruction in our public elementary schools has *on the average made* no advance during the last five years. As, however, there has been an increase in the number of scholars and the greatest number of additional scholars is added to the lower classes, it is probable there has been a *slight* enhancement of the standard.

73. But though we have seen reason to believe that the Agra and Oudh divisions have been managed more successfully than the rest of the province, we have not any standard by which the work in these two divisions can be estimated; though they are superior to the other divisions, how are they measured by an ideal standard?

The five classes of which these schools are made up represent nominally five annual periods of study. If, therefore, we assume the entrances each year to be a constant number, and every scholar to pass through the school, remaining one year in each of the five stages, we shall have the same number of scholars in each class and the percentage of passes to total scholars in each of the standards would be 20. But the more we increase the school period passed in the lower classes relatively to that passed in the higher, the greater will be the proportion of scholars in the lower classes. Now the period required for scholars to pass through the lower section has been represented to me as the same as that required to pass the upper section. In this case the scholars in each section should be equal. It has also been represented that two periods are required in the lower section to three in the upper, in which case the ratio of the sections will be as 2:3. Thus in one case the number in the upper section should be equal to the number in the lower; in the other greater. But we find the number of scholars in the lower section enormously greater. If now we assume a period in the lower section equal to twice that in the upper section we shall allot relatively double the number of scholars to the lower section, and make an assumption especially favourable to the schools.

But the number of annual entrances is not constant, the figures, show that it is liable to increase, and as entrances are mostly in the lowest class, the annual increase of entrances will tend to increase the number in the lower section relatively to the number in the higher. Now the greatest rate of increase shown in two years in paragraph 65 is 9 per cent. If, therefore, we take a rate of increase of 10 per cent. in one year and add the whole of this to the lowest class, we shall allow more than double the rate of increase we have found to prevail.

But, again, the number of scholars in the classes is liable to be diminished owing to the annual mortality. The lowest age at which a boy enters the school is five. We will take the extreme school period of six years, allowing two years for the lowest class and not reducing the number in this class at all on account of two years mortality. Now the rate of mortality of boys of 7 is 11·4 per mille, which is reduced

* The figures for the previous years for this division are too anomalous to be trusted.

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to 4·9 when they reach the tenth year.* To make a full reduction I will take the rate of mortality to be 11 per mille in each of the four years. If we take 100 as the initial figure an annual loss of 1 will be excessive if taken over of the four years. Thus I have strained every condition to increase the number of scholars in the lower section relatively to the number in the higher.

Calculated thus we shall have at the end of the year the classes made up as follows:—

Class VII—Entries of last year	=100
Entries of current year	=110
Total ...	=210

The scholars in class VI are the remainder of those who entered three years before. They were originally 10 per cent. less than the entries of the succeeding year, that is, they were 90, and they have lost three by deaths. The number in this class will be 87. The number which should be found in each of the other classes will be calculated in a similar manner, and dropping fractions the series of the classes will then be as follows:—

VII	VI	V	IV	III
210	87	77	68	60

Reduced to a series with 100 for the initial number, the figures will be—

100	41	37	32	28

Making assumptions then most favourable to the relative enhancement of the lower classes, we ought to have 37 in the class V and 28 in class III to every 100 in the lowest class.

Now an inspection of the standards of the several classes given at page 28 of the Appendix (paragraph 59 of Mr. Nesfielld's report) will show that unless the scholar continues his studies up to the standard of class V he will leave the school with such an imperfect acquaintance with the arts of reading, writing and computing, that his school course will be of little or no use to him, and leave no impression after a year or two. If, therefore, a school is efficient it should have at least 37 scholars in class V to every 100 in the lowest class. But the standard up to which we endeavour to teach the mass of the people is the upper primary standard. We require to find at least 25 per cent. of the scholars in this section and 75 per cent. in the lower section; and 28 scholars should pass the upper primary examination to every 100 shown in the lowest class.

The above figures will give us a rough approximate gauge of our best results.

74. At para. 61 of Mr. Nesfield's report (printed in the Appendix) will be found the distribution of the scholars in these schools on the 31st March, 1885. Reduced to a series with 100 for the first term, the distribution will be—

	VII	*VI*	*V*	*IV*	*III*	*Percentage in upper primary sections.*
Oudh figures ...	100	39	32	26	22	22
Calculated ...	100	41	37	32	28	25

The similarity of the deduced series with the actual series is striking, and the comparison shows that the Oudh village schools may be considered to be in a fairly efficient state.

I have not available any staement to show the class distribution of the schools in the Agra division; but the close similarity of the figures of Agra to those of Oudh, pointed out in section 69, indicates that the standard reached by Agra is about the same†.

* See mortality Tables in last Census Report, North-Western Provinces.

† Some idea of the relative efficiency of our primary schools as compared with those of the other great provinces of India may be derived from the statistics given at page 126 and in table 8 of the Report of the Education Commission. From the statistics there given I compile the following table. the figures are for 1882:—

Province.	Scholars in primary schools.	*Passed.*		*Scholars to 1 pass in.*		Expenditure.	Cost of each pass.
		Upper standard	Lower standard.	Upper primary.	Lower primary.		
						Rs.	Rs.
1. N.-W. P. and Oudh ...	213,238	6,756	15,225	31	13	8,98,756	41
1. Panjáb ...	102,867	4,210	7,626	24	13	5,87,778	49
2 Bombay ...	332,688	8,176	22,822	40	14	13,50,279	43
3. Madras ...	360,643	7,172	16,607	50	21	13,25,403	55
4. Bengal ...	898,389	2,544	16,561	353	54	21,31,917	111

If we accept these figures (placed together for comparison by the Commission) we find that the proportion of scholars who come up to the standards is highest in the Panjáb; for every 24 scholars on the roll the Panjáb schools passed 1 by the upper standard and 1 in 13 by the lower standard. These provinces come next with 1 pass to 31 and 13 respectively. If, however, we distribute the cost over the *passes* considering these the annual *return* for the educational expenditure, then in these provinces the cost of each passed scholar was Rs. 41 while in the Panjáb it was Rs. 49. The Bengal Presidency measured by these standards of efficiency ranks far below even Madras, it shows but 1 scholar as passing the upper primary standard to every 353 on the roll; in the lower standard the ratio is 1 to 54. The cost of passing a scholar is Rs. 111 to Rs. 41 in these provinces. If the efficiency of the schools in Bengal is tested by these upper and lower primary examinations, the result shown by the above table for that province is extraordinary. In the above table the provinces are ranked in the order of efficiency as shown by these statistics.

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75. In the following table the principal percentages for these primary schools are given for each district in the province. It shows—

(*a*) the percentage of scholars in the *upper primary* section;
(*b*) the percentage in the 3rd class;
(*c*) the percentage who *passed* the upper primary examination;
(*d*) the percentage of scholars in the 5th class;
(*e*) the percentage who passed the lower primary standard.

In the top line the ratios for Oudh are given for comparison.

Primary public elementary schools for boys.

District.	*a*	*b.*	*c.*	*d.*	*e.*
Oudh.	21	7	4	13	9
Dehra Dún	19·0	6·6	4·1	14·7	8·0
Saháranpur	7·7	1·6	·7	11·3	6·4
Muzaffarnagar	12·3	4·0	1·5	10·5	6·0
Meerut	13·0	3·5	1·1	11·1	3·8
Bulandshahr	17·0	5·2	2·0	16·0	6·8
Aligarh	29·3	7·5	3·1	14·4	8·1
Muttra	17·0	4·6	2·3	28·5	10·1
Agra	23·0	5·5	3·1	11·6	5·7
Etáwah	22·5	7·5	5·2	15·0	1·1
Etah	22·8	6·9	3·7	18·5	11·1
Mainpuri	20·1	5·1	3·0	16·3	9·0
Farukhabad	24·0	8·0	4·6	18·3	12·6
Bijnor	14·6	6·8	4·5	12·7	9·0
Moradabad	11·1	5·1	3·2	14·9	7·6
Budaun	20·9	5·5	3·1	10·4	6·5
Bareilly	10·8	2·9	1·8	9·1	5·1
Pilibhít	14·8	5·8	8·5	11·1	6·8
Sháhjahánpur	7·9	2·8	2·2	13·8	10·0
Allahabad	19·6	4·6	1·9	14·3	9·0
Fatehpur	11·6	4·2	1·3	13·4	5·1
Cawnpore	8·0	5·8	2·3	16·2	11·2
Hamirpur	27·6	8·0	4·4	17·7	11·1
Bánda	18·8	5·8	1·6	15·6	9·2
Jaunpur	20·4	6·5	2·5	14·8	7·8
Azamgarh	14·8	5·3	1·6	10·1	4·3
Benares	15·7	4·4	2·6	14·1	4·8
Ballia	16·8	4·1	2·4	17·2	9·9
Basti	11·7	3·1	1·6	13·3	6·5
Gorakhpur	16·7	4·7	1·7	16·8	4·8
Gházipur	15·9	4·1	2·0	13·8	5·3
Mirzapur	13·2	3·5	1·1	15·3	6·7
Jalaun	10·8	2·1	·5	15·4	6·8
Jhánsi	13·1	2·0	·4	11·9	4·5
Lalitpur	11·4	1·6	·3	10·3	4·0
Kumaun	6·9	1·8	·9	2·6	1·0
Garhwál	14·7	·5	·3	2·7	1·2
Tarái	22·4	5·2	2·4	10·4	3·8
Lucknow	24·8	7·8	5·7	11·9	9·0
Bara Banki	19·1	4·8	3·0	12·5	8·6
Unao	20·3	4·2	2·8	13·6	9·4
Sitapur	17·9	7·3	4·0	9·8	7·1
Hardoi	16·8	4·0	·9	15·4	8·0
Kheri	14·5	3·7	1·8	9·5	6·5
Fyzabad	26·1	8·9	5·5	13·1	11·0
Gonda	23·5	10·7	4·2	12·5	8·5
Bahraich	17·7	5·0	3·0	11·5	8·7
Rae Bareilly	25·6	7·8	3·7	13·9	9·1
Sultanpur	4·3	7·4	4·4	13·7	10·0
Partabgarh	29·8	10·6	6·4	14·2	8·0

In columns (*c*) and (*e*) are given the proportions of the scholars who passed the upper and lower primary examinations respectively. Much of the irregularity in these figures is due to the absence of any system of conducting and recording the results of these examinations: numerous promotions are made into the 4th from the 5th class without being recorded, as has taken place evidently in Etáwah in the case of the lower standard, and probably in Agra also. Except for the Oudh Division, these statistics of the lower passes are no doubt very incomplete; but I have given them in the above abstract with a view to bring out this fact prominently. The statistics of the upper standard are, however, I think, fairly correct; but, as already noticed, great allowance must be made for the vagueness of the standard in all but the Agra and Lucknow Divisions, and for the idiosyncrasies of the Deputy Inspectors of Schools. If, however, we except the very doubtful figures for Aligarh, Budaun, and Hamirpur, they will, I think, be found very fairly to represent the standard to which these schools have been raised.

Taking the Meerut Division, we find that in *Saháranpur* only 8 per cent. of the scholars are in the upper primary section, the standard reached by Oudh and Agra

PRIMARY SCHOOLS.

being 21 and the percentage in the 3rd or top class is the miserable fraction of 2 per cent. Not one of the districts in the great divisions of the province falls to such a depth of inefficiency as is indicated by these figures.[a]

In the Rohilkhand Division the standard reached by the Shâhjahânpur schools is the lowest. The proportion of scholars in the upper primary section is the same as in Saháranpur, while the 3rd class contains barely 3 per cent. of the scholars, less than half the proportion required.

In the Allahabad Division *Cawnpore*, with but 8 per cent. in the upper section and 2 per cent. of passes in the upper standard, shows a very low state of efficiency. Basti ranks lowest of the schools in the Benares Division and Kheri in the Oudh Division.

76. Before leaving these statistics it will be of interest to show the details of the classification in one of the districts in the North-Western Provinces. I had a statement made out while at Bareilly for each of the village schools under the district board. The figures are for the year ending March, 1884, but they do not differ materially from those of the year under report.

The figures are—

Class ...	VII	VI	V	IV	III	*Total upper primary.*
Scholars ...	2,401	583	398	237	164	401

If, now, we reduce these to a series with 100 for the initial figure, we may compare them with those of Oudh, as follows:—

						Percentage in upper section.
Oudh	100	39	32	26	22	22
Bareilly	100	24	16	10	7	11

The very low standard of instruction attained by these schools in the Bareilly district is thus strikingly demonstrated. For every 100 boys who enter the school only 16 reach the fifth class: that is, 84 boys out of every hundred who begin to learn in these schools derive no appreciable benefit from the instruction they receive. The published statistics show that there has been no improvement in the classification of the scholars for the last six years, and the above figures are therefore normal for the district. Rupees 11,748 is annually expended on these 114 schools.

Private elementary schools for boys.

77. The statistics of the private elementary schools for boys (vernacular) are compared with those of the public schools of the same class in the following abstract:—

		Number of institutions.	Scholars in upper primary stage.	Total scholars.	Percentage in upper primary class.	Expenditure.	Average cost per scholar.
Public ...	North Western Provinces,	3,826	20,455	128,752	15 9	390,200	3·0
	Oudh	1,130	9,838	45,800	21 5	1,19,957	2·6
Private ...	North-Western Provinces,	4,939	1,884	63,884	2·9	1,97,789	3 1
	Oudh	32	121	1,403	8 6	6,081	4·3

In the North-Western Provinces there are returned 4,939 of these schools, with 63,884 scholars, but of these only 3 per cent. reach the upper primary class against 16 per cent. in the public schools. But with this poor educational result, the cost per head is returned as the same, *viz.*, Rs. 3 per scholar. In Oudh there are only 32 primary schools returned with 1,403 scholars. They have 9 per cent. of the scholars in the upper primary class to 21 in the public schools, and yet expend Rs. 4 a head while the expenditure in the public schools is Rs. 3.

Thus both in the North-Western Provinces and Oudh the private elementary schools appear to be less efficient and more costly than the public schools.

NORMAL SCHOOLS.

SECTION V.—SCHOOL EDUCATION, SPECIAL NORMAL SCHOOLS.

78. There are now ten departmental normal schools for the training of teachers for the vernacular primary and middle schools. They are established at the head-quarters of each division except that of Kumaun. The whole charge of these schools, amounting to Rs. 45,535, is borne from the public revenue, except an insignificant amount.

On the 30th March, 379 pupil-teachers were under instruction in these schools, of whom 280 were Hindus and 97 Muhammadans.

[a] See paragraph 46 for remarks on the tahsili schools of this district.

NORMAL SCHOOL.

The following abstract shows the work of the year :—

Abstract of results of examination of Normal Schools, 1885, North-Western Provinces.

School.	Number of candidates examined.	Number passed.			Number failed in—				Remarks.
		First class.	Second class	Total.	Language.	Mathematics.	History and Geography.	Art of teaching and physical science.	
Normal school, Meerut, ...	*84	22	11	33	27	41	32	13	*Including 47 non-certificated teachers, of whom only six passed in 2nd grade, and one candidate who was expelled from examination for using unfair means.
Ditto, Agra ...	49	27	22	†49	...	...	...	...	† Including 11 non-certificated teachers three in the 1st, and eight in the 2nd grades.
Ditto, Bareilly ...	126	35	13	‡48	49	12	33	25	‡Do. 18 do., 11 in the 1st, and seven in the 2nd grade
Ditto, Allahabad,	§65	24	24	48	4	12	13	7	§ Including seven 2nd grade teachers, of whom three passed in the 1st grade.
Ditto, Benares ...	46	23	17	40	3	5	...	1	
Ditto, Jhánsi ...	10	5	2	7	...	2	1	...	
Total	380	136	89	225	83	123	79	46	

It may be noted that the 2nd class certificate of these examinations does not qualify for any other Government service than that of a teacher in a primary vernacular school. The average annual cost per pupil was Rs. 19·4.

The examinations for these certificates are conducted by each Inspector independently. Arrangements are now being made to place these schools on a more satisfactory footing. At present they are institutions for teaching pupil-teachers up to the standard of the vernacular examination held by this department.

The training schools for mistresses are treated of by Mr. Nesfield in his report printed in the appendix. A special report on the industrial schools in the Benares division will be found in the appendix .

SECTION VI.—EDUCATION OF GIRLS.

PUBLIC ELEMENTARY SCHOOLS FOR GIRLS.

EDUCATION OF GIRLS. PUBLIC ELEMENTARY SCHOOLS FOR GIRLS.

79. There are 169 of these schools under the management of the local boards, costing Rs. 17,847 annually. The whole of this sum, except an insignificant fraction, is drawn from the public revenues. The details for the districts may be readily gathered from Form No. 8: the following statement relates to the divisional and provincial totals :—

Public elementary schools for girls (vernacular).

Division.	Number of institutions	Number in class III.	Number in class IV.[a]	Number in class V.	Total scholars.	Total expenditure.	Cost per scholar.
						Rs.	
Meerut	17	0	15	27	369	1,948	5·3
Agra	33	0	22	63	715	2,392	3·3
Rohilkhand ...	39	4	12	49	949	3,464	3·7
Benares	17	5	15	105	376	2,085	5·5
Allahabad	8	0	5	19	157	841	5·4
Jhánsi	2	0	0	2	50	266	5·3
Kumaun	4	0	0	4	122	418	3·4
Oudh	49	32	74	94	1,123	6,433	5·7
Total ...	169	41	143	363	3,860	17,847	4·6

The instruction in the two classes below the 5th is of such a very elementary character, that a girl can hardly be said to derive any benefit from attending the school unless she reaches the 5th class. Now, out of the 3,860 girls in the schools 3,313 are in the two lowest classes and only 547 in the three higher, that is, 86 per cent. of the girls are in the nursery classes, and only 14 per cent. beyond them. For every 100

[a] The number of scholars in class IV has been found by deducting the number returned in column 10(a) from the number returned in column 4a. As, however, the figures may relate to different periods of the year in these two columns, the number given for class IV may not be quite accurate.

EDUCATION OF GIRLS. PUBLIC ELEMENTARY SCHOOLS FOR GIRLS.

girls in the nursery classes we have 16 in the three higher. Since the period of study in the two nursery classes cannot, on the most favourable supposition, be longer than that of the three upper classes, therefore the number of scholars should be nearly the same in both sections. It would appear that out of every 100 scholars who enter the school, 84 derive no benefit whatever from their attendance. Taking the actual figures, then, we have a roll of about 1,094 genuine scholars and 2,766 who might as well have remained away from school altogether.

This is on the strained supposition that a girl who only *reaches* the 5th class will carry away sufficient knowledge to be useful in afterlife. To be certain, however, that she has done this, we should require her to *pass* out of this into the 4th class. There are then only 184 girls, or 5 per cent of the total, who can be said to have reached the fruit-bearing stage of tuition.

If we take the whole number of the pupils on the rolls, the average rate of expenditure is Rs. 4·6 per scholar. If, however, we calculate on the number of genuine scholars the rate falls at Rs. 16·3.

Measured by the percentage of girls in the two upper classes, the schools at Lucknow are the most successful, with 3 per cent. in the third and 7 per cent. in the fourth class.

In the Kumaun and Jhánsi schools not a single scholar has got beyond the 5th class, and only 3 and 4 per cent. respectively in the 5th.

There are no public elementary schools for teaching English.

Private elementary schools for girls.

80. There are 191 *private* girls' schools of this class, the statistics of which are given in the form below :—

PRIVATE PRIMARY SCHOOLS FOR GIRLS.

VERNACULAR.

Aided and Unaided.

Division.	Number of institutions.	Number in class 3.	Number in class 4.	Number in class 5.	Total.	Expenditure.				
						Public revenues.	Fees.	Other sources.	Total.	Cost per scholar.
							Rs.	Rs.	Rs	Rs.
Meerut ...	37	61	18	103	837	1,808	...	4,696	6,504	7 8
Agra ...	21	5	1	12	639	2,448	...	7,344	9,792	15·3
Rohilkhand ...	73	...	4	36	1,609	2,901	120	5,7·8	8,739	5·4
Allahabad ...	11	11	19	19	239	1,500	...	3,955	5,455	22·8
Benares ...	29	...	80	13	1,644	6,004	45	7,076	13,175	8·0
Oudh ...	20	9	13	25	534	1,687	...	3,213	4,900	9 2
Total ...	191	86	135	208	5 502	16,348	165	32,002	48,515	8·8

Thus of 5,502 girls, there are only 429, or 7·8 per cent. in the classes above the *sixth*. The standard therefore reached is even lower than that in the public schools.

In the above statement, however, in order to show the complete figures I have included the 55 unaided schools for which the statistics are given. In the following abstract the schools aided by Government or Municipalities are given separately :—

No. of Schools.	Scholars in class—			Scholars : Total	Expenditure.
	III	IV	V		
					Rs.
136	80	116	193	4,162	43,596

There are thus only 9 per cent. in the three upper classes to the 14 per cent. found in the public schools. The following is a comparison of the two groups :—

Percentages of scholars in class—

	III.	*IV.*	*V.*
Public schools	1·1	3 7	9·4
Private „	1·6	2·4	3·8

This low percentage in the private schools may be partly due to an increase in the number of scholars in the lower classes, but the point is not worth working out in detail. The above figures show that the private aided girls' schools of this class are

EDUCATION OF GIRLS. PUBLIC ELEMENTARY SCHOOLS FOR GIRLS.

even at a lower grade of inefficiency than the public schools, and that the progress made in any real education of native girls is hardly appreciable. It would be interesting to ascertain how many of the 429 girls in the upper classes are Christians, of whom 711 are returned as attending the schools.

It is worth noting that the amount of Government money expended on the aided elementary schools for girls is at the rate of Rs. 2 9 per head, while the rate in the purely Government schools of the same class is Rs 4·6. The incidence of the total expenditure per head in the private schools is no less than Rs. 10; in the public schools the incidence is less than half that amount. It would appear, then, that the private schools are spending double the amount of money, but attain notwithstanding inferior results.

The above statistics show that the efforts to extend the elements of education among the millions of females in these provinces have not hitherto been attended with any appreciable success.

English.

81. There are 13 schools of this class, all receiving aid from public funds. The four schools at Lucknow include the pupils of the Convent School for Europeans, the statistics for which should have been kept separate. In the following abstract these four schools are shown as *mixed*. The majority of the scholars are Christians.

Private primary schools for girls—English.

Class of institutions.	Number of institutions.	Scholars.			Expenditure.				
		Upper primary stage		Total.	Public revenues	Fees.	Other sources.	Total.	Cost per scholar.
		Number.	Percentage						
					Rs.	Rs.	Rs.	Rs.	Rs.
For Natives	7	53	12·9	412	3,199	91	8,983	12,273	29·8
Mixed	4	102	23·6	432	3,024	7,116	2,475	12,615	29·2
For Europeans	2	14	22·2	63	2,520	263	211	2,994	47·5

The high rate of the grant to the two elementary schools for Europeans and Eurasians is noticeable, *viz.*, Rs. 40 per scholar, out of a total expenditure of Rs. 47. These grants will now be revised under the new code for grants to schools of this class.

SECONDARY SCHOOLS FOR GIRLS.

82. There are no public secondary schools for girls in these provinces. The following statement gives the provincial totals of the private schools receiving grants-in-aid from Government.

Secondary schools for girls under private management.

Class of Institutions.	Number of institutions.	Scholars.							Expenditure.				
		High stage.		Middle stage.		Upper primary stage.		Total.	Public revenues.	Fees.	Other sources.	Total.	Cost per scholar.
		Number.	Percentage.	Number.	Percentage	Number.	Percentage.						
					English.				Rs.	Rs.	Rs.	Rs.	
For Europeans ...	11	19	2·6	198	26·9	235	32·0	735	29,466	49,360	56,333	1,35,159	183·8
" Natives ...	4	11	1·9	87	15·2	148	25·9	571	5,400	1,108	14,248	20,756	36·3
					Vernacular.								
For Natives ...	1	...	...	2	4·2	9	18·8	48	540	...	540	1,080	22·5

Of the schools teaching English 11 are for Europeans and Eurasians and four for natives, the former returning 735 scholars and the latter 671. In the European schools 3 per cent. of girls are in the high stage, 27 in the middle stage; in the schools for native girls these percentages are considerably less Of the 571 girls in the native schools, 491 are returned as Native Christians and 49 as Eurasians; the remaining 31 are Hindus. The majority of the girls are in the American Mission Orphanage at Bareilly.

EDUCATION OF GIRLS. PUBLIC ELEMENTARY SCHOOLS FOR GIRLS.

One secondary vernacular school for girls is returned, that under the London Mission at Almora. It has 48 girls on its rolls, of whom two only have reached the middle stage and nine only the upper primary. Forty-five of the girls are Native Christians.

From the above it will be seen that the girls' schools above the elementary stage are attended almost exclusively by Europeans or Eurasians and Native Christians.

The public revenues contribute at the rate of Rs. 40 per scholar to the schools for Europeans, Rs. 11 per scholar to the schools for teaching Christan girls English, and Rs. 11 per scholar to the Almora school.

EDUCATION OF SPECIAL CLASSES.

SECTION VII.—EDUCATION OF SPECIAL CLASSES.

(a) *Europeans and Eurasians.*

83. The report of the special Inspector of these schools will be found in the appendix. The principal statistics will be found in paragraph 35 above. Under the new code relating to these schools which has been introduced definitely since the close of the year under report, special tables will in future be required for their statistics.

84. There is nothing special to report on the subject of the education of Muhammadans or native chiefs. The statistics do not indicate any special reluctance of Muhammadans to attend the ordinary public schools. The main statistics are given in the next paragraph.

RACE AND CREED OF THE SCHOLARS.

85. It will be of interest to show the number of Hindus, Muhammadans, and others who go to make up the total of 307,826 scholars returned as attending the schools of these provinces. The following abstracts have been compiled from the subsidiary forms 1 to 9. I have added the number of Hindus and Muhammadans respectively under the age of 20, as shown in the census of 1881. These details are not available for the other three classes :—

STATEMENT OF RACE AND CREED.

Males.

Race or creed.	In colleges.	In secondary schools.	In primary schools.	Total.	Total males under 20 years of age by census of 1881.	Rate per mille of scholars.
Hindus	885	46,075	195,643	242,603	9,154,236	26·5
Muhammadans ...	126	13,555	47,757	61 438	1,401,843	40·4
Native Christians ...	7	861	1,056	1,924	No details available.	
Europeans and Eurasians,	22	931	468	1,421		
Others	1	51	388	440		
Total ...	1,041	61,473	245,312	307,826		

Females.

Race or creed.	In secondary schools.	In primary schools.	Total.	Total females under 20 years of age by census of 1881.	Rate per mille of scholars.
Hindus	34	5,806	5,840	7,893,202	·7
Muhammedans	...	3,116	3,116	1,259,398	2·5
Native Christians	541	1,146	1,687	No details available.	
Europeans and Eurasians ...	776	124	900		
Others	3	77	80		
Total ...	1,354	10,269	11,623		

The proportion of Muhammadans under instruction is thus 40 per mille to only 26 per mille of the Hindus, and while but seven in 10,000 of the Hindu girls attend school, the proportion among the Muhammadans is 25, or more than treble. Thus, taking the population generally, the Muhammadans frequent the schools much more numerously than the Hindus. To the colleges, the Hindus send nine students to every 100,000 of their boys under 20, while the Muhammadans send eight. But to the secondary schools the Hindus contribute only five to every 1,000 boys, while the Muhammadans send nine—nearly double the number. In what proportion the *higher classes* of the Hindus and Muhammadans respectively frequent the schools, I have no statistics to show.

APPENDIX TO PARAGRAPH 51 OF REPORT.

MIDDLE CLASS ANGLO-VERNACULAR EXAMINATION.

I.—*Government Schools.*

District.	Number of candidates.	Passes.				
		I Division.	II Division.	III Division.	Total.	Percentage.
Saháranpur	15	3	7	1	11	73·3
Muzaffarnagar	7	2	2	1	5	71·4
Meerut	20	4	8	2	14	70·0
Bulandshahr	14	3	6	1	10	71·4
Aligarh	20	1	5	5	11	55·0
Total ...	76	13	28	10	51	67·1
Muttra	25	2	12	3	17	68·0
Etáwah	52	6	16	7	29	55·7
Farukhabad	18	4	4	5	13	72·2
Mainpuri	15	...	8	2	10	66·6
Etah	7	4	2	...	6	85·7
Total ...	117	16	42	17	75	64·1
Bijnor	9	3	4	...	7	77·7
Moradabad	19	3	9	...	12	63·1
Budaun	8	1	5	...	6	75·0
Bareilly	50	10	14	9	33	66·0
Sháhjahánpur	20	1	9	5	15	75·0
Total ...	106	18	41	14	73	68·8
Allahabad	77	10	27	9	46	59·7
Fatehpur	9	4	3	1	8	88·8
Cawnpore	19	4	5	3	12	63·1
Hamírpur	5	1	2	1	4	80·0
Bánda	12	2	1	4	7	58·3
Jaunpur	21	2	7	2	11	52·3
Total ...	143	23	45	20	88	61·5
Benares	33	6	11	4	21	63·6
Mirzapur	10	2	2	...	4	40·0
Total ...	43	8	13	4	25	58·1
Jhánsi	12	3	2	...	5	41·6
Jalaun (Kálpi)	6	...	4	...	4	66·6
Lalitpur	4	1	2	...	3	75
Total ...	22	4	8	...	12	54·5
Unao	17	4	3	6	13	76·4
Bara Banki	8	1	3	3	7	87·5
Sitapur	11	4	2	...	6	54·5
Hardoi	19	4	10	1	15	78·9
Kheri	12	...	2	2	4	33·3
Fyzabad	17	6	5	4	15	88·2
Gonda	19	1	1	...	2	10·5
Bahraich	17	...	6	2	8	47·0
Rae Bareli	23	...	5	3	8	34·7
Sultanpur	21	3	8	2	13	61·9
Partabgarh	9	2	3	1	6	66·6
Total ...	173	25	48	24	97	56·0
GRAND TOTAL OF N.-W. P. AND OUDH.	680	107	225	89	421	61·9

EDUCATION OF SPECIAL CLASSES.

MIDDLE CLASS ANGLO-VERNACULAR EXAMINATION, 1885.

II.—Aided Schools.

Name of school.	No of candidates.	Passed: I Division.	II Division.	III Division.	Total.	Percentage.
Allahabad—Subscription School, Colonelganj	19	...	1	...	1	5·2
Ditto Aided Primary Middle School ...	11	...	5	1	6	54 5
Ditto St. Peter's Parish School ..	24	...	...	2	2	8·3
Cawnpore—S P. G. Christ Church High School	12	1	4	2	7	58 3
Bánda Anglo-Vernacular School, Karwi ...	4	...	1	...	1	25·0
Jaunpur—Church Mission School	13	...	3	2	5	38 4
Benares—London Mission College	18	...	7	2	9	50·0
Do. Jay Narayan's College ...	14	...	1	1	2	14·2
Do Bengali Tola School ...	6	...	4	...	4	66 6
Mirzapur—Anglo-Vernacular School, Gyanpur,	2	...	...	...	...	...
Mirzapur—London Mission School ...	9	...	...	1	1	11·1
Gházipur—Victoria School	20	...	5	3	8	40·
Ditto Mission „	21	...	6	2	8	38·
Ditto Anglo-Vernacular School, Deokali ...	2	...	1	...	1	50·
Ditto Chashma i-Rahmat School ...	3	...	2	1	3	100·
Azamgarh—Mission School	16	1	5	6	12	75·
Basti ditto	10	1	5	2	8	80·
Gorakhpur ditto	27	2	9	1	12	44·4
Ballia—Anglo-Vernacular School	19	3	4	...	7	36 8
Dehra Dún—Aided Primary Mission School ...	7	1	4	2	7	100·
Ditto Training School	4	...	1	...	1	25·
Saháranpur—Aided Primary Mission School...	14	...	2	6	8	57·1
Ditto Orman School, Roorkee ...	10	...	2	2	4	40·
Meerut—Church Mission School	19	...	3	7	10	52 6
Aligarh—Muhammadan Anglo-Oriental College	12	1	3	...	4	33 3
Do. Subscription School, Háthras ...	11	2	3	1	6	45·4
Jhánsi City—Aided Anglo-Vernacular School,	4	...	1	...	1	25·0
Kumaun—Mission School, Almora ...	32	4	10	7	21	65·6
Garhwál—Aided Mission School, Paori ...	12	...	2	2	4	33 3
Agra—Collegiate School	39	1	9	8	18	46 1
„ St. John's Collegiate School ...	19	1	6	3	10	52 6
„ Victoria High School	22	...	7	4	11	50 0
„ Mufid-i-am School	20	1	3	6	10	50 ·
Farukhabad—Aided Middle School, Fatehgarh,	6	2	3	...	5	83.3
Mainpuri—Mission High School	10	1	2	2	5	50.
Bijnor—Mission School	2	...	1	...	1	50.
Moradabad ditto	6	...	...	1	1	16 6
Bánda ditto	4	...	2	...	2	50
Bareilly ditto	14	...	3	...	3	21·4
Sháhjahánpur—Boys' Orphanage School ...	6	1	3	...	4	6 ·6
Lucknow—Canning College School ...	61	3	14	9	26	42·6
Do. American Mission Centennial School ...	8	...	1	2	3	37 5
Do. ditto School, Nakhas ...	13	1	4	1	6	46 1
Do. Church Mission School, Raja-ka-Bazaar,	40	1	6	4	11	27·5
Do. ditto „ Victoria Street,	5	...	...	...	...	...
Sitapur—Aided School, Khairabad ...	3	...	...	1	1	33·3
Do. ditto Mahmudabad ...	1	...	1	...	1	100·
Gonda—Lyall Collegiate School, Balrámpur ...	8	...	1	...	1	12·5
Bahraich—Aided School, Bhinga	3	...	...	...	...	...
Total ...	667	28	160	94	282	42 2

III.—Private candidates.

District.	No of candidates.	I Division.	II Division.	III Division.	Total.	Percentage.
Allahabad	50	5	9	4	18	36·0
Fatehpur	2	...	...	...	...	...
Cawnpore	9	2	4	...	6	66·6
Hamirpur	1	...	...	...	...	...
Bánda	5	...	...	...	...	...
Jaunpur	8	...	...	...	...	...
Benares	5	...	...	...	...	...
Mirzapur	4	...	...	1	1	25 0
Gházipur	3	...	...	...	...	...
Basti	3	...	1	2	3	100·
Gorakhpur	2	1	...	...	1	50·
Dehra Dún	7	...	...	2	2	28·5
Saháranpur	4	...	...	...	...	...
Muzaffarnagar	5	...	1	...	1	20·
Bulandshahr	1	...	...	...	...	...
Aligarh	19	1	2	1	4	21·
Jhánsi	4	...	...	1	1	25·
Jalaun	8	...	2	...	2	25·
Kumaun	7	1	2	2	5	71·4
Agra	4	...	1	2	3	75·
Muttra	23	...	2	1	3	13·
Etáwah	4	...	2	...	2	50·
Farukhabad	17	...	2	3	5	29·4
Mainpuri	11	...	1	...	1	9·0
Etah	4	...	1	1	2	50·
Bijnor	1	...	...	...	...	...
Moradabad	1	...	...	...	...	...
Bareilly	21	...	3	...	3	14·3
Pilibhít	5	1	1	...	2	40·0
Lucknow	56	...	7	3	10	17·8
Unao	10	...	...	...	...	...
Bara Banki	2	...	...	...	...	...
Hardoi	4	...	1	1	2	50·
Kheri	3	...	...	1	1	33·3
Fyzabad	4	...	...	...	...	...
Gonda	4	...	1	...	1	25·
Bahraich	9	...	1	1	2	22 2
Rae Bareli	3	...	...	...	...	...
Sultanpur	4	...	2	1	3	75·
Total ...	337	11	46	27	84	24 9
GRAND TOTAL OF N.-W. P. AND OUDH ...	1,682	146	431	210	787	46 7

APPENDIX TO PARAGRAPH 55.

RESULT OF THE DEPARTMENTAL EXAMINATION (VERNACULAR).

A.—*Government Schools.*

District	URDU.						HINDI.						Total candidates.	Total passes.	Percentage of passes.
	Number of candidates.	Number who passed					Number of candidates.	Number who passed							
		I. Division.	II. Division.	III. Division.	Total: Absolute number.	Total: Percentage.		I. Division.	II. Division.	III. Division.	Total: Absolute number.	Total: Percentage.			
Dehra Dún ...	2	...	1	...	1	50·0	...	...	...	...	...	...	2	1	50
Saharanpur ...	66	...	8	12	20	30 3	...	...	...	...	...	...	66	20	30 3
Muzaffarnagar ...	27	...	15	6	21	77·7	...	...	...	...	...	...	27	21	77 7
Meerut ...	37	5	13	7	25	67 5	1	...	...	1	1	100	38	26	68 4
Bulandshahr ...	66	1	13	15	29	43 9	8	...	4	3	7	87·5	74	36	48 7
Aligarh ...	24	2	2	4	8	33 3	58	4	17	10	31	53 4	82	39	47 6
Total ...	222	8	52	44	104	46 8	67	4	21	14	39	58·2	289	143	49 5
Muttra ...	16	...	7	1	8	50·	37	4	6	5	15	40 5	53	23	43 4
Agra ...	10	...	3	1	4	40·	53	8	19	7	34	64 1	63	38	60·3
Farukhabad ...	18	3	5	3	11	61·1	47	3	9	8	20	42·6	65	31	47·7
Mainpuri ...	15	2	3	1	6	40 0	38	1	8	7	16	42·1	53	22	41·5
Etáwah ..	1	...	...	...	..	...	69	2	14	17	33	47·8	70	33	47·1
Etah ...	61	4	13	7	24	39·3	51	2	17	12	31	60 8	112	55	49·[illegible]
Total ...	121	9	31	13	53	43 8	295	20	73	56	149	50·5	416	202	48·6
Bijnor ..	115	5	18	14	37	32 2	5	...	...	1	1	20·	120	38	31 7
Moradabad ...	42	1	8	5	14	33 3	2	...	1	...	1	50·	44	15	34 1
Budaun ...	73	...	13	16	29	39·7	3	...	...	1	1	33 3	76	30	39·5
Bareilly ...	68	...	8	13	21	30·9	7	...	...	1	1	14 3	75	22	29 3
Sháhjahánpur ...	45	5	15	11	31	68 9	3	...	1	...	1	33·3	48	32	66·6
Pilibhít ...	16	3	5	1	9	56 2	...	...	...	...	...	...	16	9	56·2
Total ...	359	14	67	60	141	39 3	20	..	2	3	5	25·	379	146	38 5
Cawnpore ...	7	...	1	...	1	14 3	77	3	11	9	23	29 9	84	24	28·6
Fatehpur ...	8	...	1	2	3	37 5	20	1	5	7	13	65·	28	16	57·1
Bánda ...	15	...	1	4	5	33·3	20	...	1	3	4	20·	35	9	25 7
Hamirpur ...	7	...	2	1	3	42·9	17	...	2	2	4	23·5	24	7	29 2
Allahabad ...	27	5	9	7	21	77·8	9	...	4	1	5	55 6	36	26	72·2
Jaunpur ...	45	...	4	4	8	17 8	34	1	4	5	10	29·4	79	18	22·8
Total ...	109	5	18	18	41	37·6	177	5	27	27	59	33·3	286	100	35·0
Azamgarh ...	6	...	3	2	5	83 3	30	4	13	4	21	70·	36	26	72·2
Mirzapur ..	14	...	1	1	2	14 3	26	1	2	6	9	34·6	40	11	27·5
Benares ...	10	...	1	2	3	30·	21	1	4	3	8	38·1	31	11	35·5
Gházipur ...	44	1	6	4	11	25	37	...	13	4	17	45 9	81	28	34 6
Gorakhpur ...	50	...	3	3	6	12	49	...	6	14	20	40 8	99	26	26·3
Basti ...	18	...	...	...	...	...	28	...	5	5	10	35·7	46	10	21 7
Ballia ...	5	...	...	...	...	...	32	2	9	5	16	50·	37	16	43 2
Total ...	147	1	14	12	27	18·4	223	8	52	41	101	45·7	370	128	34·6
Jhánsi ...	6	...	2	1	3	50·	16	...	1	2	3	18·8	22	6	27 3
Jalaun ...	9	...	2	...	2	22 2	26	...	6	5	11	42 3	35	13	37·1
Lalitpur ...	...	...	...	...	...	...	6	...	2	...	2	33 3	6	2	33·3
Total ...	15	...	4	1	5	33·3	48	...	9	7	16	33·3	63	21	33·3
Kumaun ...	...	...	...	...	...	...	12	...	2	...	2	16.7	12	2	16·7
Garhwál ...	...	...	...	...	...	...	9	...	...	1	1	11·1	9	1	11·1
Tarái ...	1	...	...	1	1	100·	5	1	4	...	5	100·	6	6	100·
Total ...	1	...	...	1	1	100·	26	1	6	1	8	33·3	27	9	33 3
Lucknow ...	32	2	5	2	9	28·1	2	...	...	...	...	...	34	9	26·5
Unao ...	31	2	5	8	15	48·4	2	...	1	...	1	50·	33	16	48 5
Bara Banki ...	39	1	7	2	10	25·6	2	...	1	...	1	50·	41	11	26·8
Sitapur ...	30	1	7	6	14	46·9	2	...	...	...	...	...	32	14	43 7
Hardoi ...	50	...	12	8	20	40·	4	...	2	2	4	100·	54	24	44 4
Kheri ...	15	...	1	1	2	13 3	3	...	...	...	...	...	18	2	11·1
Fyzabad ...	18	...	3	2	5	27 8	2	...	...	1	1	50·	20	6	30 0
Bahraich ...	15	...	1	2	3	20·	...	...	...	...	...	...	15	3	20 0
Gonda ...	15	1	1	3	5	27 7	2	...	1	...	1	50·	20	6	30 0
Rae Bareli ...	30	...	5	4	9	30·	...	...	...	...	...	...	30	9	30·0
Sultanpur ...	14	1	4	3	8	57·1	1	...	1	...	1	100·	15	9	60·0
Partabgarh ...	20	1	2	3	6	30·	2	...	1	1	2	100·	22	8	36·4
Total ...	312	8	53	44	106	33 9	22	...	7	4	11	50·	334	117	35·0
GRAND TOTAL, N.-W. P. AND OUDH.	1,286	46	239	193	478	37·2	878	38	197	153	388	44·2	2,164	866	40·0

EDUCATION OF SPECIAL CLASSES.

B.—Aided Schools.

Division.	URDU.						HINDI.								
	Number of candidates	Number who passed					Number of candidates.	Number who passed.					Total candidates	Total passes	Percentage of passes.
		I Division	II Division.	III Division.	Total. Absolute number	Total. Percentage.		I Division.	II Division.	III Division.	Total. Absolute number	Total. Percentage.			
Meerut ...	7	...	...	...	...	...	3	...	...	...	...	...	10	...	...
Agra ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Rohilkhand ...	5	...	...	1	1	20	1	...	...	...	...	...	6	1	16 7
Allahabad ...	11	...	...	...	...	...	2	...	...	1	1	50·	13	1	7 7
Benares ...	5	...	...	1	1	20	...	...	...	...	...	...	5	1	20 0
Jhânsi ...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...
Kumaun ...	...	...	...	...	...	..	1	1	...	...	1	10 0	1	1	100·
Oudh ...	6	...	1	...	1	16·7	...	..	...	...	...	...	6	1	16 7
Total N.-W P. and Oudh.	34	...	1	2	3	8 8	7	1	...	1	2	28·5	41	5	12 2
						C.—Private candidates.									
North-Western Provinces and Oudh.	441	5	26	23	54.	12 2	46	...	3	3	6	13 0	487	60	12·3
GRAND TOTAL ...	1,761	51	266	218	535	30 4	931	39	200	157	396	42 5	2,692	931	34·6

E. WHITE,

Director of Public Instruction, N.-W. P. and Oudh.

SUBSIDIARY FORMS.

FORM

Colleges.

Statistical Return of **COLLEGES** *for*

Name or class of Institutions.	Number of institutions.	Number of scholars on the rolls on 31st March, 1885.				Average number on the rolls monthly during the year.	Average daily attendance.	Number of scholars on 31st March, 1885, learning						Classification according to race or creed of the scholars on 31st March, 1885.				
		First Arts or equivalent classes.	B. A. or equivalent classes	M. A classes.	Total.			English.	Latin.	Arabic.	Persian.	Sanskrit.	Urdu or Hindi	Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.
1	2	3a.	3b.	3c.	3	4	5	6a.	6b	6c	6d.	6e.	6f	7a.	7b.	7c	7d.	7e
A.—UNDER PUBLIC MANAGEMENT.																		
a.—Maintained by Department.																		
i.—English.																		
Muir Central College,	1	63	42	6	111	115	103	111	7	4	47	27	...	7	1	90	13	...
Benares College ...	1	20	20	2	42	43	40	42	...	1	17	13	...	1	...	40	1	...
Total ...	2	83	62	8	153	158	143	153	7	5	64	40	...	8		130	14	...
ii.—Oriental.																		
Sanskrit Department, Benares College.	1	428	...	...	428	413	371	44	...	...	...	a428	...	...	...	428	..	...
b.—Maintained by Local Fund Board.																		
i.—English.																		
Fyzabad ...	1	12	...	...	12	12	11	12	...	...	12	..	...	...	...	12	...	.
c.—Aided by Department.																		
i.—English.																		
Bareilly College ...	1	13	...	...	13	13	12	13	.	3	9	1	..	...	.	9	4	...
ii.—Law																		
Muir Central College,	1	(b)28	(c)4	(d)3	35	31	26	...	..	...	...	...	.	1	2	28	4	...
d.—Unaided.																		
i.—Law.																		
Law Department, Benares College	(g)1	17	...	...	17	17	14	17	...	...	...	...	...	...	...	17	...	...
Total, under Public Management.	7	581	66	11	658	624	577	239	7	8	85	469	...	9	3	624	22	...
B.—UNDER PRIVATE MANAGEMENT.																		
a.—Aided by Department.																		
i.—English.																		
Agra College ...	1	32	11	...	43	45	41	43	1	1	28	10	...	1	...	36	6	...
M. A. O. College, Aligarh.	1	26	13	...	39	40	34	39	...	3	30	4	...	...	...	20	19	...
St. George's College, Mussoorie.	1	5	4	...	9	8	8	9	9	..	...	...	4	9	...	...	..	...
Canning College, Lucknow.	1	49	37	4	90	93	79	90	...	2	49	21	...	...	...	82	7	1
Total ...	4	112	65	4	181	186	162	181	10	6	107	35	4	10	...	138	32	1
ii.—Oriental.																		
Canning College, Lucknow.	1	(i)113	...	...	113	99	86	...	..	31	16	13	53	...	...	53	60	...
iii.—Law.																		
Canning College, Lucknow.	1	...	59	...	(j)59	57	36	...	...	...	...	...	...	1	1	49	8	...
b.—Unaided.																		
i.—English.																		
London Mission College, Benares.	1	11	5	...	16	16	13	16	...	...	3	9	...	..	1	15	...	...
St. Peter's College, Agra.	1	(o)2	...	...	2	2	2	2	2	...	...	...	...	2	...	...	...	...
St. John's College, Agra.	1	8	...	...	8	8	7	8	...	...	8	...	...	...	2	6	...	...
Total ..	3	21	5	...	26	26	22	26	2	...	11	9	.	2	3	21	..	...
ii.—Oriental.																		
M. A. O. College, Aligarh	1	4	...	...	4	5	4	4	...	4	...	...	...	...	...	...	4	...
Total, under Private Management.	10	250	129	4	383	373	310	211	12	41	134	57	57	13	4	261	104	1
GRAND TOTAL, N.-W. P. & OUDH.	17	831	195	15	1,041	1,017	887	450	19	4 9	219	526	57	22	7	885	126	1

(a) Out of 428 students 44 read in the Anglo-Sanskrit Department.
(b) Upper and Lower Subordinate grades. (c) High Court Vakil grade. (d) B. L. Calcutta University.
(f) North-Western Provinces' High Court Annual Grant.
(g) Started from the 2nd August, 1884, in the Benares College.
(h) Roorkee College Examination.
(i) Only the more advanced students are prepared for the Panjáb University Oriental Examination. The others are reading at all stages.

No. 1.

the official year 1884-85.

Expenditure.							Examinations. First Arts or equivalent examination.			B. A. or equivalent examination.			Master of Arts.		
Provincial Revenues.	Local rates or cesses	Municipal funds	Fees.	Subscriptions.	Endowments and other sources.	Total.	Number of pupils in the class at the time of examination.	Number of examinees.	Number passed.	Number of pupils in the class at the time of examination.	Number of examinees.	Number passed.	Number of pupils in the class at the time of examination.	Number of examinees.	Number passed.
8a	8b.	8c	8d.	8e.	8f.	8	9a	9b.	9c.	10a.	10b.	10c.	11a.	11b.	11c.
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs									
59,290	...	...	5,745	...	3,345	68,380	30	30	18	16	16	13	6	...	...
22,969	...	...	1,813	...	3,768	26,550	11	10	7	11	11	6	2	...	...
82,259	...	...	7,558	...	5,113	94,930	41	40	25	27	27	19	8	...	...
15,522	...	...	...	...	332	15,854	...	...	...	...	...	...	...	...	...
...	3,004	...	144	...	...	3,148	7	7	5	...	...	...	...	...	...
1,800	1,608	...	184	938	...	4 530	...	...	...	...	...	...	...	...	...
971	...	...	2,329	(f)1,500	120	4,920	(b)6	3	...	...	...	...	...	(d)2	..
...	...	...	534	...	...	534	...	...	...	...	...	...	...	...	...
1,00,552	4,612	...	10.749	2,438	5.565	1,23.916	54	50	30	27	27	19	8	2	...
5,000	...	4,000	1,402	...	13,257	23,659	32	17	16	11	5	5	...	..	...
6,000	...	1,061	1,056	295	10,240	18,652	12	13	10	4	3	3	...	...	...
1,120	...	...	900	...	6,340	8,360	5	...	...	(h)4	4	(h)3	...	...	...
15,764	...	...	1,902	...	20,040	37,706	33	33	15	11	10	10	4	...	...
27,884	...	5,061	5260	295	49,877	88,377	83	63	41	30	22	21	4	...	...
2,707	...	...	21	...	3,748	6,476	13	...	...	8	...	..	2	...	...
735	...	...	582	...	440	1,757	(h)5	5	(h)2	(l)12	12	(l)1	(m)1	1	...
(n)400	...	...	441	...	6,000	6,841	6	6	1	2	2	1	...	...	...
Expenditure amalgamated with its High School						...	...	...	...	...	...	..	...	...	...
[illegible]	...	...	216	...	9,334	9,550	8	4	1	...	...	...	...	...	...
400	...	...	657	...	15,334	16,391	14	10	2	2	2	1	...	...	...
...	...	77	83	22	1,178	1,360	...	...	...	...	...	...	...	...	...
31,726	...	5,138	6,603	317	70,577	1,14,361	115	78	45	52	36	23	7	1	...
1,32,278	4,612	5,138	17,352	2,755	76,142	2,38,277	169	128	75	79	63	42	15	3	..

(*b*) Out of these, 45 who are both the Arts and Law students should be deducted from the grand total.
(*h*) Upper Subordinate grade
(*l*) North-Western Provinces' High Court Pleadership Examination. (*m*) Calcutta University, B. L. Examination.
(*n*) This appears to be a part of the grant allowed to the School Department.
(*o*) These are students preparing for the Engineering Department of the Thomason College, Roorkee.

E. WHITE, C.S.,
Director of Public Instruction, N.-W. P. and Oudh.

FORM

English.

Statistical Return of **SECONDARY SCHOOLS** (*English and Vernacular*)

Divisions.	Districts.	Class of Institutions.	Number of institutions.	Number of scholars on the rolls on 31st March, 1885. High stage.	Middle stage.	Upper primary stage.	Lower primary stage. Reading printed books.	Lower primary stage. Not reading printed books.	Total.
	1	2	3	4a	4b	4c	4d	4e	4
		ENGLISH SCHOOLS.							
MEERUT	Saháranpur ...	Maintained by Local Fund Board Zila School.	1	...	51	54	65	...	170
	Muzaffarnagar,	Ditto ditto ...	1	...	37	19	51	...	107
	Meerut ...	Ditto ditto ...	1	30	74	78	159	...	341
		Maintained by Municipal Board, Municipal School, Baraut.	1	...	5	10	22	3	40
		Total ...	2	30	79	88	181	3	381
	Bulandshahr ...	Maintained by Local Fund Board Zila School.	1	...	62	72	67	...	201
	Aligarh ...	Ditto ditto ...	1	42	107	149	98	...	396
		Maintained by Municipal Board, Municipal School, Atrauli.	1	...	12	16	16	...	44
		Total ...	2	42	119	165	114	...	440
		Total, maintained by Local Fund Boards.	5	72	331	372	440	...	1,215
		Total, maintained by Municipal Boards.	2	...	17	26	38	3	84
		GRAND TOTAL ...	7	72	348	398	478	3	1,299
AGRA.	Muttra ...	Maintained by Local Fund Board Zila School.	1	26	119	42	172	...	359
		Maintained by Municipal Board Brindaban School.	1	...	8	5	52	...	65
		Total ...	2	26	127	47	224	...	424
	Etáwah ...	Maintained by Local Fund Board Zila School.	1	26	140	42	193	...	401
	Etah ...	Ditto ditto ...	1	...	38	13	63	...	108
	Mainpuri ...	Ditto ditto ...	1	...	64	19	72	...	155
	Farukhabad ...	Ditto ditto ...	1	24	67	25	60	...	176
		Total, maintained by Local Fund Boards	5	76	423	140	560	...	1,199
		Total, maintained by Municipal Boards.	1	...	8	5	52	...	65
		GRAND TOTAL ...	6	76	431	145	612	...	1.264
ROHILKHAND	Bijnor ...	Maintained by Local Fund Board Zila School	1	...	41	27	88	15	171
	Moradabad ...	Ditto ditto ...	1	42	179	44	127	4	396
	Budaun ...	Ditto ditto ...	1	...	68	26	56	10	160
	Bareilly ...	Ditto ditto ...	1	49	187	29	138	...	403
	Sháhjahánpur,	Ditto ditto ...	1	17	77	19	110	20	243
		Total, maintained by Local Fund Boards	5	108	552	145	519	49	1,373
	Pilibhít ...	Maintained by Municipal Board Municipal School, Pilibhit ...	1	...	17	20	14	32	83
		Total ...	6	108	569	165	533	81	1,456

No. 2.

for **BOYS** *under* **PUBLIC MANAGEMENT** *for the official year* 1884-85. **English.**

Average number on the rolls monthly during the year.	Average daily attendance.	Number of scholars on 31st March, 1885, learning							Classification according to race or creed of the scholars on 31st March, 1885.				
		English.	Hindi.	Urdu.	Latin.	Arabic.	Persian.	Sanskrit.	Europeans and Eurasians	Native Christians.	Hindus.	Muhammadans.	Others.
5	6	7a	7b	7c	7d	7e	7f	7g	8a	8b	8c	8d	8e
157	126	170	31	139	...	...	...	...	...	...	142	28	...
108	82	107	9	48	...	...	50	...	...	1	89	17	...
296	247	341	28	240	...	...	68	5	...	...	289	52	...
39	32	40	...	37	...	...	...	...	...	...	37	3	...
335	279	381	28	277	...	...	68	5	...	...	326	55	...
188	171	201	22	121	...	...	56	2	...	2	169	30	...
398	214	396	41	93	...	...	197	65	1	2	358	34	1
48	41	44	...	44	...	...	...	...	...	...	29	15	...
446	255	440	41	137	...	...	197	65	1	2	387	49	1
1,147	840	1,215	131	641	...	...	371	72	1	5	1,047	161	1
87	73	84	...	81	...	...	...	...	...	...	66	18	...
1,234	913	1,299	131	722	...	...	371	72	1	5	1,113	179	1
346	276	359	133	107	...	...	118	1	...	...	333	26	...
58	46	65	14	24	...	...	27	...	...	...	60	4	1
404	322	424	147	131	...	...	145	1	...	...	393	30	1
383	339	401	38	207	...	...	122	44	...	1	354	44	2
106	81	108	11	88	...	...	9	...	...	3	87	18	...
158	145	155	55	41	...	...	59	...	...	...	138	17	...
178	141	176	45	78	...	...	51	2	...	2	156	18	...
1,171	982	1,199	282	521	...	...	359	47	...	6	1,068	123	2
58	46	65	14	24	...	...	27	...	...	...	60	4	1
1,229	1,028	1,264	296	545	...	...	386	47	...	6	1,128	127	3
171	140	171	24	54	...	...	92	1	...	...	131	40	...
384	301	396	39	233	...	...	36	33	...	...	289	107	...
156	136	160	7	17	...	...	132	4	...	...	93	67	...
414	380	403	53	63	...	...	261	26	...	2	309	91	1
219	193	243	28	104	...	...	106	5	...	...	146	97	...
1,344	1,150	1,373	151	476	...	...	627	69	...	2	968	402	1
78	63	83	2	60	...	3	14	4	...	...	63	20	...
1,422	1,213	1,456	153	536	...	3	641	73	...	2	1,031	422	1

FORM

English

Statistical Return of **SECONDARY SCHOOLS** (*English and Vernacular*)

Divisions	Districts.	Class of Institutions.	Expenditure. Provincial Revenues.	Local rates or cesses.	Municipal Fund.	Fees.	Subscriptions.	Endowments and other sources.	Total.
	1	2	9a	9b	9c	9d	9e	9f	9
		ENGLISH SCHOOLS—(*concluded*).		Rs.	Rs.	Rs.	Ps.	Rs.	Rs
MEERUT—(*concluded*).	Saháranpur ...	Maintained by Local Fund Board Zila School.	...	2,689	110	507	...	...	3,306
	Muzaffarnagar,	Ditto ditto ...	...	2,764	70	352	283	...	3,469
	Meerut ...	Ditto ditto ...	...	4,031	300	1,576	377	...	6,284
		Maintained by Municipal Board, Municipal School, Baraut.	...	...	264	6	352	...	622
		Total ...	...	4,031	564	1,582	729	...	6,906
	Bulandshahr ...	Maintained by Local Fund Board Zila School.	...	2,899	420	564	...	48	3,931
	Aligarh ...	Ditto ditto ...	...	5,539	2,130	1,846	...	300	9,815
		Maintained by Municipal Board, Municipal School, Atrauli.	...	...	612	48	...	...	660
		Total ...	...	5,539	2,742	1,894	...	300	10,475
		Total, maintained by Local Fund Boards.	...	17,922	3,030	4,845	660	348	26,805
		Total, maintained by Municipal Boards.	...	...	876	54	352	...	1,282
		GRAND TOTAL ...	...	17,922	3,906	4,899	1,012	348	28,087
AGRA—(*concluded*).	Muttra ...	Maintained by Local Fund Board Zila School.	...	4,311	351	2,573	...	...	7,235
		Maintained by Municipal Board, Brindaban School.	...	...	600	94	326	...	1,020
		Total ...	...	4,311	951	2,667	326	...	8,255
	Etáwah ...	Maintained by Local Fund Board Zila School	...	10,237	230	1,884	...	...	12,351
	Etah ...	Ditto ditto ...	...	2,918	36	326	...	..	3,280
	Mainpuri ...	Ditto ditto ...	...	2,691	...	508	...	...	3,199
	Farukhabad ...	Ditto ditto ...	* ...	4,026	50	1,629	...	...	5,705
		Total, Maintained by Local Fund Boards.	...	24,183	667	6,920	...	...	31,770
		Total, Maintained by Municipal Boards.	...	...	600	94	326	...	1,020
		GRAND TOTAL ...	...	24,183	1,267	7,014	326	...	32,790
ROHILKHAND—(*concluded*).	Bijnor ...	Maintained by Local Fund Board Zila School.	...	2,520	72	951	...	90	3,638
	Moradabad ..	Ditto ditto ...	...	5,704	...	2,810	...	2,802	11,316
	Budaun ...	Ditto ditto ...	...	2,557	347	728	...	...	3,632
	Bareilly ...	Ditto ditto ...	...	17,967	...	2,690	...	...	20 657
	Sháhjahanpur,	Ditto ditto ...	...	5,725	312	1,203	79	...	7,319
		Total, Maintained by Local Fund Boards	...	34,473	731	8,382	79	2,892	46,557
	Pilibhít ...	Maintained by Municipal Board, Municipal School, Pilibhít ...	...	...	2,098	21	...	...	2,119
		GRAND TOTAL ...	...	34,47[illegible]	2,829	8,403	79	2,892	48,676

* Including 5 nt up for the Middle
† Ditto 2 ditto
(a) Ditto 1 ditto

No. 2—(*continued*)

for **BOYS** *under* **PUBLIC MANAGEMENT** *for the official year* 1884-85—(continued.) **English.**

Examinations.										Remarks.
Matriculation or equivalent examination.			*Middle-class or Public service certificate examination.*			*Upper primary examination.*		*Lower primary examination.*		
Average number on the class roll monthly during the year.	Number of pupils sent up for examination.	Number passed.	Average number on the class roll monthly during the year.	Number of pupils sent up for examination.	Number passed.	Average number on the class roll monthly during the year.	Number passed.	Average number on the class roll monthly during the year.	Number passed.	
10a	10b	10c	11a	11b	11c	12a	12b	13a	13b	14
...	...	...	15	34	13	22	20	26	23	
...	...	...	6	6	5	15	7	16	11	
16	16	8	24	20	14	32	19	41	28	
...	...	...	...	...	...	5	3	8	4	
16	16	3	24	20	14	37	22	49	32	
...	...	...	14	14	10	23	26	30	31	
24	16	8	29	20	11	62	33	47	25	
...	...	...	2	1	1	9	3	4	4	
24	16	8	31	21	12	71	36	51	29	
40	32	11	88	94	53	154	104	160	118	
...	...	...	2	1	1	14	6	12	8	
40	32	11	90	95	54	168	110	172	126	
9	8	3	26	25	17	40	15	34	28	
...	...	...	2	2	...	6	4	8	5	
9	8	3	28	27	17	46	19	42	33	
14	10	2	48	52	29	72	44	70	55	
...	...	...	6	7	6	25	11	35	17	
...	...	...	19	15	10	33	21	37	23	
16	16	...	32	18	13	45	11	31	17	
39	34	5	131	117	75	215	102	207	140	
...	...	...	2	2	...	6	4	8	5	
39	34	5	133	119	75	221	106	215	145	
...	...	...	*17	*14	9	24	22	29	25	
20	20	4	†25	†21	13	44	20	25	10	
...	...	...	8	8	6	26	8	30	5	
26	21	9	(a)57	(a)51	33	28	19	46	35	
7	7	4	22	20	15	19	8	26	17	
53	48	17	129	114	76	141	77	155	92	
...	...	...	6	4	1	12	4	9	6	
53	48	17	135	118	77	153	81	165	98	

Class Vernacula Examination.
ditto ditto ditto.
ditto ditto ditto.

FORM No.

English. *Statistical Return of* **SECONDARY SCHOOLS** (*English and Vernacular*) *for*

Divisions.	Districts.	Class of Institutions.	Number of institutions.	Number of Scholars on the Rolls on 31st March, 1885. High stage.	Middle stage.	Upper primary stage.	Lower primary stage. Reading printed books.	Lower primary stage. Not reading printed books.	Total.
	1	2	3	4a	4b	4c	4d	4e	4
Allahabad.	Allahabad ...	Maintained by Local Fund Board Zila School	1	89	226	129	194	...	638
	Fatehpur ...	Ditto ditto ...	1	...	55	52	72	44	223
	Cawnpore ...	Ditto ditto ...	1	15	113	98	233	15	474
	Hamírpur ...	Ditto ditto ...	1	...	30	26	40	...	96
	Bánda ...	Ditto ditto ...	1	7	62	41	51	...	161
	Jaunpur ...	Ditto ditto ...	1	...	76	63	149	...	288
		Total ...	6	111	562	409	739	59	1,880
Benares.	Benares ...	Maintained by Department: Collegiate School.	1	61	168	112	125	...	466
	Mirzapur ...	Maintained by Local Fund Board Zila School.	1	36	156	66	183	...	441
		Total ...	2	97	324	178	308	...	907
Jhánsi.	Jalaun ...	Maintained by Local Fund Board Zila School.	1	...	11	20	56	...	87
	" ...	Maintained by Municipal Board, Municipal Subscription School, Orai.	1	...	7	11	55	...	73
	" ...	Ditto School, Kúnch.	1	...	5	8	18	7	38
		Total ...	3	...	23	39	129	7	198
	Jhánsi ...	Maintained by Local Fund Board Zila School.	1	...	20	15	89	...	124
	Lalitpur ...	Ditto ditto ...	1	...	10	13	94	...	117
		Total, maintained by Local Fund Boards.	3	...	41	48	239	...	328
		Ditto by Municipal Boards.	2	...	12	19	73	7	111
		GRAND TOTAL ...	5	...	53	67	312	7	439
Oudh.	Bara Banki ...	Maintained by Local Fund Board Zila School.	1	13	31	52	88	...	184
	Unao ...	Ditto ditto ...	1	13	25	37	129	...	204
	Sitapur ...	Ditto ditto ...	1	8	32	43	83	...	166
	Hardoi ...	Ditto ditto ...	1	30	48	59	113	...	250
	Kheri ...	Ditto ditto ...	1	13	32	24	57	...	126
	Fyzabad ...	Ditto ditto ...	1	23	46	79	29	...	177
	Gonda ...	Ditto ditto ...	1	21	51	68	70	...	210
	Bahraich ...	Ditto ditto ...	1	11	33	43	63	...	150
	Rae Bareli ...	Ditto ditto ...	1	11	58	53	73	...	195
	Sultanpur ...	Ditto ditto ...	1	13	48	40	95	...	196
	Partábgarh ...	Ditto ditto ...	1	16	36	49	109	...	210
		Total ...	11	172	440	547	909	...	2,068
	Total, maintained by Department ...		1	61	168	112	125	...	466
	Total, maintained by Local Fund Boards ...		36	575	2,500	1,727	3,589	108	8,504
	Total, maintained by Municipal Boards ...		6	...	54	70	177	42	343
	GRAND TOTAL, N. W. P. & OUDH ...		43	636	2,727	1,909	3,891	150	9,313

2—(*continued.*).

BOYS *under* **PUBLIC MANAGEMENT** *for the official year* 1884-85—(continued.)

English.

Average number on the rolls monthly during the year.	Average daily attendance.	Number of Scholars on 31st March, 1885, learning							Classification according to race or creed of the Scholars on 31st March, 1885.				
		English.	Hindi.	Urdu.	Latin.	Arabic.	Persian.	Sanskrit.	Europeans and Eurasians.	Native Christians.	Hindús.	Muhammadans.	Others.
5	6	7a	7b	7c	7d	7e	7f	7g	8a	8b	8c	8d	8e
619	544	638	85	147	...	3	301	116	...	8	477	153	...
204	169	223	29	81	...	...	113	...	...	...	164	59	...
444	395	474	71	127	...	4	242	30	...	2	393	78	1
96	73	96	14	40	...	...	42	...	...	...	70	26	...
155	129	161	30	31	...	...	100	...	...	3	189	49	...
312	261	288	32	18	...	...	236	2	...	...	190	98	...
1,830	1,571	1,880	261	444	...	7	1,034	148	...	13	1,403	463	1
461	401	466	50	87	...	...	228	101	...	...	386	80	...
422	313	203	71	57	...	32	206	75	...	...	345	86	10
883	714	669	121	144	...	32	434	176	...	...	731	166	10
81	67	87	24	63	...	...	...	...	...	...	75	12	...
72	48	73	17	56	...	...	...	...	...	...	48	25	...
40	27	22	7	31	...	...	...	...	...	...	17	21	...
193	142	182	48	150	...	...	...	...	...	...	140	58	...
112	90	122	43	20	...	...	61	...	...	...	94	30	...
103	87	117	39	39	...	...	39	...	...	...	85	16	16
296	244	326	106	122	...	...	100	...	...	...	254	58	16
112	75	95	24	87	...	...	...	...	...	...	65	46	...
408	319	421	130	209	...	..	100	...	...	...	319	104	16
189	155	184	...	56	...	...	128	...	...	...	122	62	...
192	160	204	...	...	...	...	202	2	...	5	141	58	...
167	131	166	2	60	...	...	124	...	...	...	135	31	...
224	187	250	28	79	...	...	139	4	...	1	177	72	...
109	87	126	...	29	...	...	97	...	...	...	104	22	...
206	185	177	...	29	...	...	177	...	...	...	141	36	...
194	165	210	3	1	...	...	206	...	...	1	170	39	...
148	120	137	...	64	...	...	136	...	...	1	101	48	...
202	173	195	7	38	...	...	150	...	...	2	183	60	...
188	152	192	...	116	...	...	120	1	...	...	143	53	...
186	162	171	...	39	...	...	171	...	...	1	160	49	...
2,005	1,677	2,012	40	511	...	...	1,650	7	...	11	1,527	530	...
461	401	466	50	87	...	...	228	101	...	...	386	80	...
8,215	6,777	8,208	1,04.	2,772	...	39	4,347	418	1	37	6,612	1,823	31
335	257	327	40	252	...	3	41	4	...	...	254	88	1
9,011	7,435	9,001	1,132	3,111	...	42	4,616	523	1	37	7,252	1,991	32

FORM No.

English.

Statistical Return of **SECONDARY SCHOOLS** (*English and Vernacular*) *for*

Divisions.	Districts.	Class of Institutions.	Expenditure. Provincial Revenues.	Local rates or cesses.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
	1	2	9a.	9b.	9c.	9d.	9e.	9f.	9
			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Allahabad.	Allahabad ...	Maintained by Local Fund Board Zila School	...	5,227	1,440	2,699	...	90	9,456
	Fatehpur ...	Ditto ditto ...	...	2,867	186	535	...	...	3,588
	Cawnpore ...	Ditto ditto ...	...	7,933	100	1,282	...	120	9,435
	Hamirpur ...	Ditto ditto ...	...	2,551	...	318	...	...	2,869
	Bánda ...	Ditto ditto ...	...	5,388	120	560	...	...	6,068
	Jaunpur ...	Ditto ditto ...	...	2,589	706	990	...	...	4,285
		Total ...	...	26,555	2,552	6,384	...	210	35,701
Benares.	Benares ...	Maintained by Department: Collegiate School.	11,804	...	...	5,021	...	48	16,873
	Mirzapur ...	Maintained by Local Fund Board Zila School.	...	7,929	...	907	...	1,721	10,557
		Total ...	11,804	7,929	...	5,928	...	1,769	27,430
Jhánsi.	Jalaun ...	Maintained by Local Fund Board Zila School.	...	2,896	...	241	...	4	3,141
	,, ...	Maintained by Municipal Board, Municipal Subscription School, Orai.	...	240	240	127	109	4	720
	,, ...	Ditto School, Kúnch,	...	...	553	75	...	...	628
		Total ...	...	3,136	793	443	109	8	4,489
	Jhánsi ...	Maintained by Local Fund Board Zila School.	...	2,672	...	357	...	2	3,231
	Lalitpur ...	Ditto Ditto	...	2,660	...	308	...	...	2,968
		Total maintained by Local Fund Boards.	...	8,428	...	906	...	6	9,340
		Ditto by Municipal Boards,	...	240	793	202	109	4	1,348
		GRAND TOTAL ...	...	8,668	793	1,108	109	10	10,688
Oudh.	Bara Banki...	Maintained by Local Fund Board, Zila School.	...	3,671	16	789	...	...	4,476
	Unao ...	Ditto ditto ...	...	3,825	...	782	...	...	4,607
	Sitapur ...	Ditto ditto ...	...	3,327	...	728	...	...	4,055
	Hardoi ...	Ditto ditto ...	...	4,450	42	1,021	...	...	5,513
	Kheri ...	Ditto ditto ...	...	3,232	...	487	84	...	3,803
	Fyzabad ...	Ditto ditto ...	...	9,151	...	948	...	...	10,099
	Gonda ...	Ditto ditto ...	...	3,843	...	879	...	...	4,722
	Bahraich ...	Ditto ditto ...	...	4,201	...	643	...	17	4,861
	Rae Bareli ...	Ditto ditto ...	...	5,034	...	1,121	...	180	6,335
	Sultanpur ..	Ditto ditto ...	...	4,327	180	723	120	...	5,350
	Partabgarh...	Ditto ditto ...	...	3,111	...	1,059	120	...	4,290
		Total ...	...	48,172	238	9,180	324	197	58,111
	Total, maintained by Department ...		11,804	...	...	5,021	...	48	16,873
	Total, maintained by Local Fund Boards .		...	1,67,662	7,218	37,524	1,068	5,374	2,18,841
	Total, maintained by Municipal Boards ...		...	240	4,267	371	97	4	5,769
	GRAND TOTAL, N.-W. P. and OUDH ...		11,804	1,67,902	11,585	42,916	1,8[illegible]0	5,426	241,483

2—(*continued.*)

BOYS *under* **PUBLIC MANAGEMENT** *for the official year* 1884-85—(concluded.)

English

Examinations.										
Matriculation or equivalent examination.			*Middle-class or Public service certificate examination.*			*Upper primary examination.*		*Lower primary examination.*		Remarks.
Average number on the class roll monthly during the year.	Number of pupils sent up for examination.	Number passed.	Average number on the class roll monthly during the year.	Number of pupils sent up for examination	Number passed.	Average number on the class roll monthly during the year.	Number passed.	Average number on the class roll monthly during the year.	Number passed.	
10*a*.	10*b*.	10*c*.	11*a*.	11*b*.	11*c*.	12*a*.	12*b*.	13*a*.	13*b*.	14
57	44	9	79	77	46	59	32	76	54	
...	...	...	9	9	8	23	16	20	12	
9	9	3	21	19	12	56	53	60	49	
...	...	...	5	5	4	26	14	16	13	
6	4	2	12	12	7	15	12	21	21	
...	...	...	25	21	11	20	12	25	12	
72	57	14	151	143	88	198	139	218	161	
40	24	9	47	33	21	114	90	36	31	
17	*14	4	32	10	4	49	17	91	33	
57	38	13	79	43	25	163	107	*127	64	
...	...	...	6	6	4	12	2	8	2	
...	...	...	2	2	2	4	1	6	2	
...	...	...	3	4	...	1	...	7	...	
...	...	...	11	12	6	17	3	21	4	
...	...	...	12	15	6	6	2	11	3	
...	...	...	3	4	3	5	1	9	...	
...	...	...	21	25	13	23	5	28	5	
...	...	...	5	6	2	5	1	13	2	
...	...	...	26	31	15	28	6	41	7	
8	6	4	12	8	7	25	17	34	23	
8	6	...	13	17	13	18	8	28	13	
6	3	1	11	10	6	23	8	24	10	
16	14	2	21	19	15	29	17	30	26	
13	7	2	15	13	4	12	8	18	17	
11	10	6	11	18	15	43	28	36	24	
9	7	4	22	19	2	43	28	32	27	
7	6	1	18	17	8	21	11	25	12	
8	6	...	31	23	8	25	20	61	21	
9	7	4	26	21	13	20	13	22	18	
10	9	2	14	9	6	22	21	46	34	
105	81	26	194	173	97	281	179	356	225	
40	24	9	47	33	21	114	90	36	31	
326	266	77	746	676	406	1,061	623	1,216	774	
...	...	...	15	13	4	37	15	42	21	
366	290	86	808	722	431	1,212	728	1,294	826	

* Out of these 6 students joined other equivalent examination.

FORM

Vernacular.

Statistical Return of **SECONDARY SCHOOLS** (*English and Vernacular*)

Divisions.	Districts	Class of Institutions.	Number of institutions.	Number of scholars on the rolls on 31st March, 1885 — High stage.	Middle stage.	Upper primary stage.	Lower primary Stage. — Reading printed books.	Not reading printed books.	Total.
	1	2	3	4a.	4b	4c	4d	4e.	4
		VERNACULAR							
MEERUT	Dehra Dún ...	Maintained by Local Fund Board,	2	...	7	32	82	29	150
	Saháranpur ...	Ditto ditto ...	11	...	74	139	638	...	851
	Muzaffarnagar,	Ditto ditto ...	10	...	109	145	636	8	898
	Meerut ...	Ditto ditto ...	7	...	113	164	312	104	693
	Bulandshahr ...	Ditto ditto ...	14		230	282	621	196	1,329
	Aligarh ...	Ditto ditto ...	19	...	202	307	900	58	1,467
		Total ...	63	...	735	1,069	3,189	395	5,388
AGRA.	Muttra ...	Maintained by Local Fund Board,	13	...	143	204	335	462	1,144
	Agra ...	Ditto ditto ...	12	...	141	159	412	103	815
	Etáwah ...	Ditto ditto ...	12	...	130	167	380	84	761
		Maintained by Municipal Board,	1	...	17	34	98	51	200
		Total ...	13	...	147	201	478	135	961
	Etah ...	Maintained by Local Fund Board,	13	...	314	368	479	182	1 343
		Ditto Municipal Board,...	1	...	11	15	40	29	95
		Total ...	14	...	325	383	519	211	1,438
	Mainpuri ...	Maintained by Local Fund Board,	14	...	128	164	565	...	857
	Farukhabad ...	Ditto ditto ...	12	...	168	215	389	87	859
		Total, maintained by Local Fund Boards.	76	...	1,024	1,277	2,560	918	5,779
		Total, maintained by Municipal Boards.	2	...	28	49	138	80	295
		GRAND TOTAL ..	78	...	1,052	1,326	2,698	998	6,074
ROHILKHAND.	Bijnor ...	Maintained by Local Fund Board,	11	...	236	248	320	288	1,092
	Moradabad ...	Ditto ditto ...	13	..	104	151	521	144	920
	Budaun ...	Ditto ditto ...	15	...	172	208	544	145	1,069
	Bareilly ...	Ditto ditto ...	11	...	175	190	700	34	1,099
	Pilibhít ...	Ditto ditto ...	8	...	64	93	217	165	539
	Sháhjahánpur,	Ditto ditto ...	8	...	80	145	461	108	794
		Total ...	66	...	831	1,035	2,763	884	5,513
ALLAHABAD.	Allahabad ...	Maintained by Local Fund Board,	8	...	118	107	258	89	572
	Fatehpur ...	Ditto ditto ...	11	...	82	110	344	141	677
	Cawnpore ...	Ditto ditto ...	22	...	174	255	705	152	1,286
	Hamírpur ...	Ditto ditto ...	9	...	93	168	340	124	725
	Banda ...	Ditto ditto ...	9	...	76	112	352	...	542
	Jaunpur ...	Ditto ditto ...	10	...	136	143	372	107	758
		Total ...	69	...	681	895	2,371	613	4,560

N o. 2—(*continued.*)

for **BOYS** *under* **PUBLIC MANAGEMENT** *for the official year* 1884-85.

Vernacular.

Average number on the rolls monthly during the year	Average daily attendance.	Number of scholars on 31st March, 1885, learning							Classification according to race or creed of the scholars on 31st March, 1885.				
		English.	Hindi.	Urdu.	Latin.	Arabic.	Persian.	Sanskrit.	Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.
5	6	7a.	7b.	7c.	7d.	7e	7f	7g	8a.	8b.	8c	8d.	8e
144	123	...	48	102	...	...	17	...	...	...	131	19	...
765	710	...	127	724	...	...	...	...	...	...	459	392	...
815	617	...	30	868	...	...	513	...	...	...	662	236	...
662	563	—	15	678	...	...	101	...	...	...	510	183	...
1,284	1,120	...	303	1,026	..		108	...	...	...	992	337	...
1,342	1,150	22	973	494	...	...	...	...	...		1,275	192	...
5,012	4,283	22	1,496	3,892	...	...	739	...	...	...	4,029	1,359	...
1,133	948	...	1,017	160	...	...	7	...	...	...	1,042	102	...
721	609	25	630	185	...	...	97	...	...	...	626	119	...
690	586	...	744	164	...	...	...	...	...	...	719	42	...
169	141	...	200	118	...	...	...	...	...	2	184	14	...
859	727	...	944	282	...	...	...	...	...	2	903	56	...
1,246	1,087	47	689	766	...	...	179	...	...	...	959	384	...
95	68	24	75	20	...	...	5	...	...	...	88	7	...
1,341	1,155	71	764	786	...	...	184	...	...	...	1,047	391	...
819	664	...	753	104	...	...	56	...	...	...	758	99	...
842	716	...	628	175	...	...	56	...	...	..	771	88	...
5,451	4,610	72	4,461	1,554	...	...	395	...	...	...	4,945	834	...
264	209	24	275	138	...	...	5	...	...	2	272	21	...
5,715	4,819	96	4,736	1,692	...	...	400	...	...	2	5,217	855	...
1,028	993	42	76	1,014	...	...	786	...	...	...	533	559	...
845	693	...	121	799	...	...	414	...	...	...	587	353	...
1,009	882	...	158	911	...	...	583	...	...	...	641	428	...
1,020	839	...	89	1,010	...	...	477	...	...	...	795	304	...
541	479	...	147	392	...	...	251	...	...	...	413	126	...
740	622	...	215	579	...	...	175	...	...	...	521	273	...
5,183	4,418	42	808	4,705	...	...	2,688	...	...	...	3,470	2,043	...
503	444	...	172	400	...	...	...	...	...	...	277	295	...
642	540	...	533	132	...	...	12	...	...	...	530	147	...
1,258	1,045	...	1,131	155	...	...	58	...	...	...	1,291	85	...
687	538	...	541	180	...	...	4	...	...	...	572	153	...
452	418	...	441	101	...	...	...	...	...	...	468	74	...
720	623	...	442	316	...	...	136	...	...	...	603	155	...
4,262	3,607	...	3,260	1,284	...	...	210	...	...	...	3,651	909	...

FORM

Vernacular.

Statistical Return of **SECONDARY SCHOOLS** (*English and Vernacular*)

Divisions.	Districts.	Class of Institutions.	Expenditure. Provincial revenues.	Local rates or cesses.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
	1	2	9a.	9b.	9c.	9d.	9e	9f.	9
		VERNACULAR—(*continued*).	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
MEERUT.	Dehra Dún ...	Maintained by Local Fund Board,	...	582	48	76	...	...	706
	Sahárunpur ...	Ditto ditto ...	...	2,873	360	325	...	...	3,558
	Muzaffarnagar,	Ditto ditto ...	...	3,554	...	431	...	...	3,985
	Meerut ...	Ditto ditto ...	...	2,946	...	528	...	...	3 474
	Bulandshahr,	Ditto ditto ...	...	4,281	586	776	...	144	5,787
	Aligarh ...	Ditto ditto ...	...	5,722	277	619	...	...	6,618
		Total ...	...	19,958	1,271	2,755	...	144	24,128
AGRA.	Muttra ...	Maintained by Local Fund Board,	...	3,430	44	751	...	...	4,225
	Agra ...	Ditto ditto ...	...	2,987	24	717	...	180	3,908
	Etáwah ...	Ditto ditto ...	...	2,950	...	398	...	...	3,348
		Maintained by Municipal Board,	...	...	208	317	...	...	525
		Total ...	...	2,950	208	715	...	...	3,873
	Etah ...	Maintained by Local Fund Board,	...	3,540	1,064	415	120	...	5,139
		Ditto Municipal Board,	...	...	576	...	...	...	576
		Total ...	...	3,540	1,640	415	120	...	5,715
	Mainpuri ...	Maintained by Local Fund Board,	...	2,861	...	486	...	...	3,347
	Farukhabad ...	Ditto ditto ...	...	3,230	...	535	...	...	3,765
		Total, maintained by Local Fund Boards	...	18,998	1,132	3,302	120	180	23,732
		Total, maintained by Municipal Boards.	...	...	784	317	...	...	1,101
		GRAND TOTAL ...	...	18,998	1,916	3,619	120	180	24,833
ROHILKHAND.	Bijnor ...	Maintained by Local Fund Board,	...	3,148	444	667	121	344	4,724
	Moradabad ...	Ditto ditto ...	...	3,347	...	402	...	...	3,749
	Budaun ...	Ditto ditto ...	...	3,005	132	458	...	...	3,595
	Bareilly ...	Ditto ditto ...	...	3,507	60	297	...	59	3,923
	Pilibhít ...	Ditto ditto ...	...	2,194	96	72	...	...	2,362
	Sháhjahán-pur.	Ditto ditto ...	...	2,955	448	407	...	71	3,891
		Total ...	...	18,166	1,180	2,303	121	474	22,244
ALLAHABAD.	Allahabad ...	Maintained by Local Fund Board,	...	2,550	...	...	...	...	2,550
	Fatehpur ...	Ditto ditto ...	...	2,626	...	147	...	...	2,773
	Cawnpore ...	Ditto ditto ...	...	5,083	...	223	...	...	5,306
	Hamirpur ...	Ditto ditto ...	...	2,692	...	78	...	...	2,770
	Bánda ...	Ditto ditto ...	...	2,504	...	248	...	...	2,752
	Jaunpur ...	Ditto ditto ...	...	3,046	...	...	...	...	3,046
		Total ...	...	18,501	...	696	...	...	19,197

No. 2—(*continued.*)

for **BOYS** *under* **PUBLIC MANAGEMENT** *for the official year* 1884-85—(continued.)

Vernacular.

Examinations.										
Matriculation or equivalent examination.			*Middle class or Public service certificate examination.*			*Upper primary examination.*		*Lower primary examination.*		Remarks.
Average number on the class roll monthly during the year.	Number of pupils sent up for examination.	Number passed.	Average number on the class roll monthly during the year.	Number of pupils sent up for examination.	Number passed.	Average number on the class roll monthly during the year.	Number passed.	Average number on the class roll monthly during the year.	Number passed.	
10a.	10b.	10c.	11a.	11b.	11c.	12a.	12b.	13a.	13b.	14
...	...	...	2	2	1	10	5	20	13	
...	...	...	37	28	13	62	21	81	40	
...	...	...	53	27	21	59	35	119	94	
...	...	...	41	38	26	69	25	82	30	
...	...	...	120	74	36	135	60	186	96	
...	...	...	102	80	39	137	71	162	107	
...	...	...	355	249	136	472	217	650	380	
...	...	...	49	53	23	72	39	149	104	
...	...	...	52	63	38	39	19	90	48	
...	...	...	72	61	27	64	50	90	77	
...	...	...	8	9	6	14	9	29	16	
...	...	...	80	70	33	78	59	119	93	
...	...	...	133	109	53	135	86	208	162	
...	...	...	4	2	2	5	1	10	4	
...	...	...	137	111	55	140	87	218	166	
...	...	...	39	47	20	62	48	122	92	
...	...	...	70	61	31	90	80	142	137	
...	...	...	415	394	192	462	322	801	620	
...	...	...	12	11	8	19	10	39	20	
...	...	...	427	405	200	481	332	840	640	
...	...	...	102	90	28	114	95	139	111	
...	...	...	40	42	14	69	42	130	96	
...	...	...	77	67	24	62	48	115	82	
...	...	...	65	74	22	80	61	138	79	
...	...	...	26	17	9	36	35	57	39	
...	...	...	42	48	32	70	57	122	100	
...	...	...	352	338	129	431	338	701	507	
...	...	...	66	36	26	41	19	63	39	
...	...	...	41	27	16	54	18	91	53	
...	...	...	89	84	24	101	55	181	119	
...	...	...	42	24	7	58	29	101	86	
...	...	...	39	37	9	38	15	61	43	
...	...	...	57	64	14	59	26	108	70	
...	...	...	334	272	96	351	162	605	390	

FORM

Vernacular.

Statistical Return of **SECONDARY SCHOOLS** (*English and Vernacular*)

Divisions.	Districts.	Class of Institutions.	Number of institutions.	Number of scholars on the rolls on 31st March, 1885. High stage.	Middle stage.	Upper primary stage.	Lower Primary Stage. Reading printed books.	Not reading printed books.	Total.
	1	2	3	4a	4b	4c	4d	4e	4
		VERNACULAR—(*continued*)							
BENARES.	Azamgarh ...	Maintained by Local Fund Board,	10	...	158	195	464	...	817
	Benares ...	Ditto ditto ...	5	...	39	73	180	7	299
	Ballia ...	Ditto ditto ...	6	...	82	168	454	27	726
	Basti ...	Ditto ditto ...	12	...	96	168	417	161	842
	Gorakpur ...	Ditto ditto ...	17	81	198	359	732	265	1,635
	Gházipur ...	Ditto ditto ...	13	...	135	256	774	36	1,201
	Mirzapur ...	Ditto ditto ...	10	...	68	152	398	153	771
		Total ...	73	81	776	1,366	3,419	649	6,291
JHÁNSI.	Jalaun ...	Maintained by Local Fund Board,	9	...	54	92	304	71	521
	Jhánsi ...	Ditto ditto ...	5	...	31	72	193	78	374
	Lalitpur ...	Ditto ditto ...	3	...	12	40	171	24	247
		Total ...	17	...	97	204	668	173	1,142
KUMAUN.	Kumaun ...	Maintained by Local Fund Board,	6	...	14	50	214	263	541
	Garhwál ...	Ditto ditto ...	4	...	5	70	15	165	255
	Taráí ...	Ditto ditto ...	2	...	8	26	110	67	211
		Total ...	12	...	27	146	339	495	1,007
OUDH.	Lucknow ...	Maintained by Local Fund Board,	4	...	115	134	268	...	517
	Bara Banki ...	Ditto ditto ...	7	...	110	181	350	...	641
	Unao ...	Ditto ditto ...	8	...	138	251	549	...	937
	Sitapur ...	Ditto ditto ...	6	...	105	138	347	...	590
	Hardoi ...	Ditto ditto ...	8	...	163	286	481	...	930
	Kheri ...	Ditto ditto ...	4	...	68	117	466	...	651
	Fyzabad ...	Ditto Department ...	1	32	28	...	...	...	60
		Maintained by Local Fund Board,	3	...	74	100	242	...	416
		Total ...	4	32	102	100	242		476
	Gonda ...	Maintained by Local Fund Board,	4	...	58	106	305	...	469
	Bahraich ...	Ditto ditto ...	2	...	49	44	135	...	228
	Rae Bareli ...	Ditto ditto ...	3	...	89	101	220	...	410
	Sultanpur ...	Ditto ditto ...	2	...	49	43	142	...	234
	Partabgarh ...	Ditto ditto ...	2	...	56	64	218	...	338
		Total, maintained by Department,	1	32	28	...	...	...	60
		Ditto by Local Fund Boards,	53	...	1,074	1,565	3,722	...	6,361
		GRAND TOTAL ...	54	32	1,102	1,565	3,722	...	6,421
		Total, maintained by Department,	1	32	28	...	...	...	60
		Ditto by Local Fund Boards,	429	81	5,245	7,557	19,031	4,127	36,041
		Ditto by Municipal Boards...	2	...	28	49	138	80	295
	GRAND TOTAL N.-W. P. & OUDH ...		432	113	5,301	7,606	19,139	4,207	36,396

No. 2—(*continued*)

for **BOYS** *under* **PUBLIC MANAGEMENT** *for the official year* 1884-85—(continued).

Vernacular.

Average number on the rolls monthly during the year.	Average daily attendance.	Number of scholars on 31st March, 1885, learning							Classification according to race or creed of the scholars on 31st March, 1885.				
		English.	Hindi.	Urdu.	Latin.	Arabic.	Persian.	Sanskrit.	Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.
5	6	7a	7b	7c	7d	7e	7f	7g	8a	8b	8c	8d	8e.
801	637	...	485	332	..	4	172	3	...	...	578	239	..
255	212	...	239	60	..	...	...	...	...		278	21	...
680	643	...	616	110	.	...	30	...	...	..	661	65	...
829	780	..	669	175	..	..	32	..	...	...	791	51	...
1,545	1,188	...	1,263	289	...	30	28	31	...	...	1,447	188	..
997	958	...	986	215	..	...	20	10	...	...	1,024	177	...
719	591	...	590	181	...	...	...	...	...	...	651	120	...
5,820	4,999	...	4 848	1,360	...	34	282	44	...	...	5,430	861	...
532	410	...	428	93	...	..	...	...	...	...	491	30	...
346	303	18	363	4	...	.	7	...	...	...	352	22	...
242	218	...	242	5	...	...	...	...	...	...	243	4	...
1,110	931	18	1,033	102	...	...	7	...	...	...	1,086	56	...
400	312	...	541	...	...	...	..	...	..	...	536	5	...
234	171	...	255	...	...	...	.	...	...	..	255	...	...
201	181	...	171	40	...	...	...	...	...	...	194	17	...
835	664	...	967	40	...	...	...	...	...	...	985	22	...
480	416	...	79	441	...	...	103	...	...	...	252	265	...
624	538	...	78	580		...	59	..	...	...	338	303	...
878	759	...	363	676	..	..	1	...	...	...	684	253	...
548	481	...	239	377	...	...	24	14	...	...	461	127	2
859	743	...	216	714	..		65	..	...	...	598	332	...
633	535	...	167	497	...	...	98	...	...	...	404	247	...
65	52	...	...	...	...	...	...	60	...	...	60	...	...
364	304	...	103	313	...	...	...	...	...	...	280	136	...
429	356	...	103	313	..	...	...	60	...	..	340	136	..
461	39	...	188	281	...	..	48	9	...	...	355	114	...
227	182	..	166	145	.	...	4	...	...	...	141	87	...
388	354	.	75	335	...	...	...	...	...	...	196	214	...
209	182	..	66	183	..	...	...	...	...	...	179	55	...
266	220	...	112	226	...	...	...	...	...	...	239	99	...
65	52	...	...	.	...	..	...	60	...	...	60	...	...
5,937	5,115	...	1,852	4,768	...	...	412	23	...	...	4,127	2,232	2
6,002	5,167	..	1,852	4,768	...	...	412	83	...	...	4,187	2,232	2
65	52	...	...	...	...	...	...	60	...	...	60	...	...
33,610	28,627	154	18,725	17,705	...	34	4,733	67	...	...	27,723	8,316	2
264	209	24	275	138	...	...	5	...	...	2	272	21	...
33,939	28,888	78	19.000	17,843	...	34	4,738	127	...	2	28,055	8,337	2

FORM No.

Vernacular.

Statistical Return of **SECONDARY SCHOOLS** (*English and Vernacular*) *for*

Divisions.	Districts.	Class of Institutions.	Expenditure. Provincial revenues.	Local rates or cesses.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
	1	2	9a.	9b.	9c.	9d.	9e.	9f.	9
		VERNACULAR—(*concluded.*)	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
BENARES.	Azamgarh ...	Maintained by Local Fund Board	...	4,791	132	254	...	...	5,177
	Benares ..	Ditto ditto ...	...	1,586	...	20	...	...	1,606
	Ballia ...	Ditto ditto ...	...	2,504	532	70	...	...	3,106
	Basti ...	Ditto ditto ...	...	3,782	...	58	...	...	3,840
	Gorakhpur...	Ditto ditto ...	...	6,682	...	420	...	...	7,102
	Ghazipur ...	Ditto ditto ...	...	3,677	...	52	...	...	3,729
	Mirzapur ...	Ditto ditto ...	...	2,681	105	215	...	282	3,283
		Total ...	...	25,703	769	1,089	...	282	27,843
JHÁNSI.	Jalaun ...	Maintained by Local Fund Board,	...	2,212	...	292	...	7	2,511
	Jhánsi ...	Ditto ditto ...	...	1,168	...	208	...	369	1,745
	Lalitpur ...	Ditto ditto ...	...	575	...	150	..	...	725
		Total ...	...	3,955	...	650	...	376	4,981
KUMAON.	Kumaun ...	Maintained by Local Fund Board	...	1,445	...	...	...	...	1,445
	Garhwál ...	Ditto ditto ...	...	952	..	...	...	...	952
	Tarái ...	Ditto ditto ...	...	441	...	48	..	...	489
		Total ...	...	2,838	...	48	...	...	2,886
OUDH.	Lucknow ...	Maintained by Local Fund Board,	...	2,926	829	365	...	...	4,120
	Bara Banki...	Ditto ditto ...	...	5,399	...	399	...	...	5,798
	Unao ...	Ditto ditto ...	...	4,036	...	623	360	...	5,019
	Sitapur ...	Ditto ditto ...	...	3,631	...	412	...	...	4,043
	Hardoi ...	Ditto ditto ...	...	5,548	...	614	...	42	6,204
	Kheri ...	Ditto ditto ...	...	2,219	...	388	426	...	3,033
	Fyzabad ...	Ditto Department ...	1,200	...	...	...	1,217	...	2,417
		Ditto Local Fund Board,	...	1,892	113	299	...	...	2,304
		Total ...	1,200	1,892	113	299	1,217	...	4,721
	Gonda ...	Maintained by Local Fund Board,	...	2,480	...	331	...	10	2,821
	Bahraich ...	Ditto ditto, ...	...	963	120	184	...	...	1,267
	Rae Bareli ...	Ditto ditto, ...	...	2,281	...	292	...	...	2,573
	Sultanpur ...	Ditto ditto, ...	...	1,196	...	172	...	...	1,368
	Partabgarh...	Ditto ditto, ...	...	1,057	...	220	150	.	1,427
		Total, maintained by Department,	1,200	...	...	...	1,217	...	2,417
		Ditto do. Local Fund Boards,	...	33,628	1,062	4,299	936	52	39,977
		GRAND TOTAL ...	1,200	33,628	1,062	4,299	2,153	52	42,394
		Total Maintained by Department,	1,200	...	...	...	1,217	...	2,417
		Ditto Local Fund Boards,	...	1,41,747	5,414	15,142	1,177	1,508	1,64,988
		Ditto Municipal Boards,	...	...	784	317	...	...	1,101
	GRAND TOTAL, N.-W. P. & OUDH ...		1,200	141,747	6,198	15,459	2,394	1,508	1,68,506

2—(*concluded.*)

BOYS *under* **PUBLIC MANAGEMENT** *for the official year* 1884-85—(concluded.)

Vernacular.

Examinations.										
Matriculation or equivalent examination.			*Middle-class or Public service certificate examination.*			*Upper primary examination.*		*Lower primary examination.*		Remarks.
Average number on the class roll monthly during the year.	Number of pupils sent up for examination.	Number passed.	Average number on the class roll monthly during the year.	Number of pupils sent up for examination.	Number passed.	Average number on the class roll monthly during the year.	Number passed.	Average number on the class roll monthly during the year.	Number passed.	
10*a*.	10*b*.	10*c*.	11*a*.	11*b*.	11*c*.	12*a*.	12*b*.	13*a*	13*b*.	14
...	...	...	49	36	26	97	65	95	63	
...	...	...	26	26	10	65	24	160	47	
...	...	..	40	39	17	59	53	130	111	
...	...	...	46	39	8	76	61	123	86	
18	13	...	116	90	25	128	48	241	81	
...	...	.	135	57	25	238	84	773	259	
...	...	...	30	(*a*) 40	11	142	78	102	63	(*a*) Ten were sent from Preparatory Middle.
18	13	...	442	327	122	805	413	1,624	710	
...	...	...	44	35	13	36	8	77	33	
...	...	...	12	19	5	22	2	46	22	
...	..		6	6	2	9	2	31	12	
...	...	...	62	60	20	67	12	154	67	
...	...	...	14	9	2	26	12	32	12	
...	...	...	5	5	1	15	7	19	11	
...	...	...	8	6	6	14	5	16	7	
...	...	...	27	20	9	55	24	67	30	
...	...	...	20	28	9	50	49	68	73	
...	...	...	42	42	11	59	25	106	90	
...	...	...	37	35	16	79	44	141	105	
...	...	...	32	29	12	57	31	74	58	
...	...	...	55	55	24	98	40	134	92	
...	...	..	21	18	2	35	21	78	53	
17	17	...	...	...	...	...	...	...	...	Ajudhia Páthshála.
...	...	...	21	20	6	44	24	55	43	
17	17	...	21	20	6	44	24	55	43	
...	...	...	25	26	6	46	19	62	45	
...	...	...	14	16	3	24	7	30	23	
...	...	...	24	30	9	46	20	63	45	
...	...	...	13	15	9	14	5	29	18	
...	...	...	21	22	8	25	18	38	50	
17	17	...	...	...	...	...	...	...	...	
...	...	...	325	330	115	577	303	878	695	
17	17	...	325	330	115	577	303	878	695	
17	17	...	...	...	...	...	...	...	...	
18	13	...	2,312	1,990	819	3,220	1,791	5,480	3,399	
...	...	...	12	11	8	19	10	39	20	
35	30	...	2,324	2,001	827	3,239	1,801	5,519	3,419	

E. WHITE, C.S.,

Director of Public Instruction, N.-W. P. and Oudh

FORM

English. *Statistical return of* **SECONDARY SCHOOLS** (*English and Vernacular*) *for* **BOYS** *under*

Divisions.	Districts.	Class of Institutions.	Number of institutions.	Number of scholars on the rolls on 31st March, 1885,					
				High stage.	Middle stage.	Upper primary stage.	Lower primary Stage. Reading printed books.	Lower primary Stage. Not reading printed books.	Total.
	1	2	3	4a.	4b.	4c.	4d.	4e.	4
Meerut.	Dehra Dún ...	*Aided by the Department.*							
		St. George's College, Mussoorie ...	1	14	26	20	10	...	70
		Aided by Local Fund Board.							
		American Presbyterian Mission School ...	1	2	31	42	137	...	212
		Training School	1	6	34	29	77	...	146
		St. Fidelis's School	1	10	29	38	35	12	124
		Railway School, Fair Lawn	1	...	5	10	12	...	27
		Total ...	4	18	99	119	261	12	509
		GRAND TOTAL ...	5	32	125	139	271	12	579
	Saháranpur ...	*Aided by Local Fund Board.*							
		American Presbyterian Mission School ...	1	13	61	52	80	25	231
		Orman School, Roorkee	1	...	50	21	99	...	170
		Sind, Panjab and Delhi Railway Co. School,	1	...	2	11	8	18	39
		Total ...	3	13	113	84	187	43	440
	Meerut ...	*Aided by Local Fund Board.*							
		Church Mission School	1	17	78	50	136	...	281
		Railway Company School, Gháziabad ...	1	...	2	12	9	5	28
		Total ...	2	17	80	62	145	5	309
		Unaided.							
		Bahadurgarh School	1	...	1	12	13	2	28
		Deva Nagri Pathshalá	1	...	13	10	33	37	93
		Total ...	2	...	14	22	46	39	121
		GRAND TOTAL ...	4	17	94	84	191	44	430
	Aligarh ...	*Aided by the Department.*							
		Muhammadan Anglo-Oriental College ...	1	59	85	68	...	...	212
		Aided by Local Fund Board.							
		Subscription School, Háthras	1	...	30	18	66	...	114
		Unaided							
		(a) Civil Service class of M. A. O. College,	1	...	5	...	...	...	5
		Total ...	3	59	120	86	66	...	331
	Divisional Totals	Total, Aided by Department	2	73	111	88	10	...	282
		Ditto Local Fund Boards ...	10	48	322	287	659	60	1,372
		Ditto Municipal Boards ...	...	...	...	...	...	...	...
		Unaided	3	...	19	22	46	39	126
		GRAND TOTAL ...	15	121	452	393	715	99	1,780

(a) A branch of the Muhamma-

No. 3.

PRIVATE MANAGEMENT, *aided and unaided, for the official year* 1884-85.

English.

Average number on the rolls monthly during the year.	Average daily attendance.	Number of scholars on 31st March, 1885, learning							Classification according to race or creed of the scholars on 31st March, 1885.				
		English.	Hindi.	Urdu.	Latin.	Arabic.	Persian.	Sanskrit.	Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.
5	6	7a.	7b.	7c.	7d.	7e.	7f.	7g.	8a.	8b.	8c.	8d.	8e.
64	64	70	...	60	26	...	...	...	70	...	...	...	...
188	155	212	3	178	...	...	31	...	...	18	168	26	...
137	116	146	44	76	...	...	24	2	...	2	125	19	...
123	116	124	4	40	56	...	...	...	124	...	...	...	...
36	36	27	...	...	2	...	...	...	27	...	...	...	...
484	423	509	51	294	58	...	55	2	151	20	293	45	...
548	487	579	51	354	84	...	55	2	221	20	293	45	...
223	149	231	...	219	...	...	112	...	...	2	165	64	...
169	122	150	23	117	...	...	23	7	...	1	124	45	...
35	27	39	...	...	2	...	...	...	39	...	...	...	...
427	298	430	23	336	2	...	135	7	39	3	289	109	...
297	206	281	13	136	...	...	132	...	...	25	160	96	...
20	20	28	...	...	...	...	...	...	28	...	...	...	...
317	226	309	13	136	...	...	132	...	28	25	160	96	...
27	23	28	...	...	...	...	...	...	...	...	18	10	...
100	85	57	42	16	...	...	...	...	...	...	90	3	...
127	108	85	42	16	...	...	...	...	...	...	108	13	...
444	334	394	55	152	...	...	132	..	28	25	268	109	...
179	148	212	9	...	...	38	154	11	...	1	51	159	1
102	91	114	50	57	...	...	7	...	...	...	109	5	...
5	5	5	...	...	...	5	...	...	...	...	...	5	...
286	244	331	59	57	...	43	161	11	...	1	160	169	1
243	212	282	9	60	26	38	154	11	70	1	51	159	1
1,330	1,038	1,362	137	823	60	...	329	9	218	48	851	255	...
...	...	..	...	...	...	...	...	...	...	...	...	...	...
132	113	99	42	16	...	5	...	...	...	...	108	18	...
1,705	1,36[illegible]	1,734	183	899	86	43	483	20	288	49	1,010	432	1

and Anglo-Oriental College at Aligarh.

FORM

English. *Statistical Return of* **SECONDARY SCHOOLS,** *(English and Vernacular) for* **BOYS** *under*

Divisions.	Districts.	Class of Institutions.	Expendi Provincial revenues.	Local rates or cesses.	Municipal funds.	Fees.
	1	2	9a.	9b.	9c.	9d.
		Aided by the Department.	Rs.	Rs.	Rs.	Rs.
Meerut.	Dehra Dún ...	St. George's College Mussoorie ...	1,880	...	...	6,100
		Aided by Local Fund Board.				
		American Presbyterian Mission School ...	...	1,800	...	461
		Training School	...	840	122	480
		St Fidelis's School	...	2,400	...	...
		Railway School, Fair Lawn	...	1,200	...	2,592
		Total ...	...	6,240	122	3 533
		GRAND TOTAL ...	1,880	6,240	122	9,633
	Saháranpur ...	*Aided by Local Fund Board*				
		American Presbyterian Mission School ...	...	1,620	300	551
		Orman School, Roorkee	...	840	600	876
		Sind, Panjab and Delhi Railway Co School,	...	480	...	822
		Total ...	...	2,940	900	2,249
	Meerut ...	*Aided by Local Fund Board.*				
		Church Mission School	...	3,420	300	934
		Railway Company School, Gháziabad ...	...	360	...	229
		Total ...	...	3,780	300	1,163
		Unaided.				
		Bahadurgarh School	...	...	...	12
		Deva Nagri Pathshálá	...	...	...	...
		Total ...	...	...	...	12
		GRAND TOTAL ...	...	3,780	300	1,175
	Aligarh ...	*Aided by the Department*				
		Muhammadan Anglo-Oriental College ...	6,000	...	662	3,383
		Aided by the Local Fund Board.				
		Subscription School, Hathras	...	600	1,677	247
		Unaided.				
		(a) Civil Service Class of M. A. O. College,	...	...	...	140
		Total ...	6,000	600	2 339	3,770
	Divisional Totals	Total, Aided by Department	7,880	...	662	9,483
		Ditto Local Fund Board ...	...	13,560	2,999	7,192
		Ditto Municipal Board ...	...	...	...	...
		Unaided	...	...	...	152
		GRAND TOTAL ...	7,880	13,560	3,661	16,827

No. 3.—*(continued.)*

PRIVATE MANAGEMENT, *aided and unaided, for the official year* 1884-85.

English.

TURN.			EXAMINATIONS.									
			Matriculation or equivalent examination.			*Middle-class or Public service certificate examination.*			*Upper primary examination.*		*Lower primary examination.*	
Subscriptions.	Endowments and other sources.	Total.	Average number on the class roll monthly during the year.	Number of pupils sent up for examination.	Number passed.	Average number on the class roll monthly during the year.	Number of pupils sent up for examination.	Number passed.	Average number on the class roll monthly during the year.	Number passed.	Average number on the class roll monthly during the year.	Number passed.
9e.	9f.	9	10a.	10b.	10c.	11a.	11b.	11c.	12a.	12b.	13a.	13b.
Rs.	Rs.	Rs.										
...	7,600	15,580	11	10	1	8	...	...	11	11	4	4
...	1,362	3,623	1	1	...	7	7	7	20	16	23	19
360	...	1,802	4	2	2	4	4	1	17	14	21	17
...	15,864	18,264	11	6	...	5	...	...	16	11	14	6
1,640	3,188	8,620	...	...	...	...	...	...	4	4	7	7
2,000	20,414	32,309	16	9	2	16	11	8	57	45	65	49
2,000	28,014	47,889	27	19	3	24	11	8	68	56	69	53
...	2,342	4,813	4	3	1	29	21	9	11	7	28	17
61	115	2,492	...	...	...	23	23	9	11	8	12	8
...	552	1,854	...	...	...	...	...	...	4	1	4	3
61	3,009	9,159	4	3	1	52	44	18	26	16	38	28
...	2,376	7,030	11	7	2	19	19	10	22	12	20	11
...	1,227	1,816	...	...	...	...	...	...	7	5	3	...
...	3,603	8,846	11	7	2	19	19	10	29	17	23	11
303	...	315	...	...	...	...	...	...	3	1	8	4
624	...	624	...	...	...	7	10	...	5	3	9	8
927	...	939	...	...	...	7	10	...	8	4	17	12
927	3,603	9,785	11	7	2	26	29	10	37	21	40	23
183	1,404	11,63[illegible]	32	32	16	58	14	4	68	...	...	...
...	...	2,524	...	...	...	11	11	6	8	4	19	7
...	300	440	...	...	...	...	...	...	...	...	...	...
183	1,704	14,596	32	32	16	69	25	10	76	4	19	7
183	9,004	27,212	43	42	17	66	14	4	79	11	4	4
2,061	27,026	52,838	31	19	5	98	85	42	120	82	145	95
...	...	...	...	...	...	...	...	...	...	...	...	...
927	300	1,379	...	...	...	7	10	...	8	4	17	12
3,171	36,330	81,429	74	61	22	171	109	46	207	97	166	111

FORM

English. *Statistical Return of* **SECONDARY SCHOOLS** (*English and Vernacular*) *for* **BOYS**, *under*

Divisions.	Districts.	Class of Institutions.	Number of institutions.	Number of scholars on the rolls on 31st March, 1885. High stage.	Middle stage.	Upper primary stage.	Lower primary stage. Reading printed books.	Lower primary stage. Not reading printed books.	Total.
1		2	3	4a	4b	4c	4d	4e	4
Agra.	Agra ...	*Aided by the Department.*							
		Agra Collegiate School	1	72	198	77	129	...	476
		St John's Collegiate School	1	34	109	108	258	...	509
		Victoria High School	1	14	83	32	197	...	326
		Mufid-i-Am School	1	...	71	24	416	...	511
		St Peter's Collegiate School	1	17	21	17	8	2	65
		St Paul's Orphanage	1	9	18	17	23	3	70
		Cantonment School	1	...	14	40	30	31	115
		Total ...	7	146	514	315	1,061	36	2,072
	Mainpuri ...	*Aided by L. F. Board.*							
		Mission High School	1	13	31	31	101	4	180
	Farukhabad ...	*Aided by L. F Board.*							
		Fatehgarh Committee's School	1	...	58	29	104	...	191
		Unaided.							
		Mission School	1	..	39	32	143	..	214
		Total ...	2	...	97	61	247	...	405
	Divisional Total,	Total aided by Department	7	146	514	315	1,061	36	2,072
		Ditto L. F. Board	2	13	89	60	205	4	371
		Ditto Unaided	1	...	39	32	143	...	214
		GRAND TOTAL ...	10	159	642	407	1,409	40	2,657
Rohilkhand.	Bijnor ...	*Aided by L. F. Board.*							
	Moradabad ...	City Mission School	1	...	3	6	50	17	76
	Budaun ...	Do. do.	1	...	23	37	113	30	203
	Bareilly ...	Do. do.	1	...	14	30	16	...	60
	Shahjahanpur ...	Do. do	1	...	28	16	92	8	144
		Mission Orphanage School, Lodhipur ...	1	...	51	26	96	14	185
		Total ...	5	...	119	115	365	69	668
Allahabad.	Allahabad ...	*Aided by Department.*							
		High School for European Boys ...	1	8	42	47	28	...	125
		Aided by L. F. Board.							
		Jumna Mission High School	1	39	108	78	181	...	406
		Colonelganj Subscription School ...	1	...	36	30	59	...	125
		Parish School, Muirabad	1	...	33	18	94	...	145
		Total ...	3	39	177	126	334	...	676
		Aided by Municipal Board.							
		Bengali Preparatory School	1	...	37	42	69	...	148
		City Anglo-Vernacular School... ...	1	4	7	7	67	10	95
		Total ...	2	4	44	49	136	10	243
		Unaided	3	14	116	82	244	...	456
		Total of all Schools ...	9	65	379	304	742	10	1,500
	Cawnpore ...	*Aided by Department.*							
		Memorial School, Cawnpore	1	1	32	19	11	3	66
		Aided by L. F. Board.							
		Christ Church High School	1	20	75	50	182	...	327
		Total ...	2	21	107	69	193	3	393
	Bánda ...	*Aided by L F. Board.*							
		Anglo-Vernacular School, Karwi ...	1	...	24	20	9	...	53
	Jaunpur ...	*Aided by L F. Board.*							
		Church Mission School	1	11	50	52	141	...	254
	Divisional Total,	Total aided by Department ...		9	74	66	39	3	191
		Ditto aided by L F. Board ...	6	70	326	288	606	...	1,310
		Ditto aided by Municipal Board ...	2	4	44	49	136	10	243
		Ditto Unaided	3	14	116	82	244	...	456
		GRAND TOTAL ...	13	97	560	445	1,085	13	2,200

N.B.—Girls in boys'

No. 3.—(*continued.*)

PRIVATE MANAGEMENT, *Aided and Unaided, for the Official year* 1884-85. **English**

Average number on the rolls monthly during the year.	Average daily attendance.	Number of Scholars on 31st March, 1885 learning							Classification according to race or creed of the scholars on 31st March, 1885.				
		English.	Hindi.	Urdu.	Latin	Arabic.	Persian.	Sanskrit	Europeans and Eurasians.	Native Christians	Hindus	Muhammadans	Others
5	6	7a	7b	7c	7d	7e	7f	7g	8a	8b	8c	8d	8e
492	439	476	52	170	...	...	206	48	...	2	348	131	..
475	418	509	101	117	...	...	279	22	...	48	356	105	...
312	272	326	80	114	...	...	103	29	...	2	233	91	..
456	404	511	149	257	...	...	105	...	..	2	390	118	1
81	67	65	5	54	48	...	...	...	60	...	5	...	...
86	86	70	4	65	34	...	...	...	70	...	..	...	...
83	70	115	...	73	...	...	...	..	115	...	...	...	...
1,985	1,776	2,072	391	850	82	...	693	99	245	54	1,327	445	1
192	127	110	62	...	...	...	115	3	1	11	146	22	...
176	137	191	18	...	...	...	173	...	...	2	145	44	..
198	146	138	75	116	...	...	68	...	...	13	173	25	3
374	283	329	93	116	...	...	241	..	...	15	318	69	3
1,985	1,776	2,072	391	850	82	...	693	99	245	54	1,327	445	1
368	264	301	80	...	...	...	288	3	1	13	291	66	...
198	146	138	75	116	...	...	68	...	...	13	173	25	3
2,551	2,186	2,511	546	966	82	...	1,049	102	246	80	1,791	536	4
60	59	45	1	46	...	...	27	...	...	30	23	23	...
199	180	150	29	197	...	...	84	..	1	79	106	17	...
66	54	60	...	60	...	...	...	...	...	10	21	29	...
146	135	100	28	16	...	...	..	...	..	34	80	30	...
171	145	129	136	49	...	...	...	...	4	150	18	13	...
642	573	484	194	370	...	..	111	...	5	303	248	112	
122	105	125	..	95	66	...	...	...	125	...	...	...	...
462	374	356	116	99	...	...	106	84	1	30	323	52	...
86	68	120	11	64	...	...	18	5	...	2	106	17	...
122	105	145	17	101	...	...	38	2	...	101	28	16	
670	547	621	144	264	...	...	162	91	1	133	457	85	...
146	131	116	...	...	...	...	...	22	...	2	145	1	...
87	74	95	43	26	...	...	21	5	...	...	89	6	...
233	205	211	43	26	...	...	21	27	...	2	234	7	...
377	300	456	139	254	...	...	17	30	...	4	323	129	.
1,402	1,157	1,413	326	639	68	...	354	148	126	139	1,014	221	...
64	56	66	...	63	28	...	1	...	65	1	1	...	1
311	272	327	65	157	...	...	90	15	2	9	264	52	...
375	328	393	65	220	28	...	91	15	65	10	265	52	1
49	39	38	16	...	...	...	22	15	..	...	44	9	...
207	170	231	38	10	...	...	205	1	2	7	169	76	...
186	161	191	...	158	96	...	1	...	188	1	1	...	1
1,237	1,028	1,217	263	431	...	...	479	122	5	149	934	222	...
233	205	211	43	26	...	...	21	27	...	2	234	7	...
377	300	456	139	254	...	...	171	30	...	4	323	129	...
2,033	1,694	2,075	445	869	96	...	672	179	193	158	1,492	358	1

Schools, 37 in Agra Division.

FORM

English. *Statistical Return of* **SECONDARY SCHOOLS** *(English and Vernacular) for* **BOYS**, *under*

Divisions.	Districts.	Class of Institutions.	Expenditure: Provincial Revenues.	Local rates or cesses.	Municipal Funds.	Fees.
	1	2	9a	9b	9c	9d
		Aided by the Department.	Rs.	Rs.	Rs.	Rs.
AGRA.	Agra ...	Agra Collegiate School	5,000	...	4,000	3,155
		St. John's Collegiate School	4,800	...	...	1,800
		Victoria High School	4,200	...	...	1,173
		Mufid-i-Am School	1,680	...	1,380	722
		St. Peter's Collegiate School	3,000	...	...	2,400
		St. Paul's Orphanage	3,000	...	...	1,200
		Cantonment School...	3,155	...	...	1,183
		Total ...	24,835	...	5,380	11,633
		Aided by L. F. Board.				
	Mainpuri ...	Mission High School	...	1,800	...	450
		Aided by L. F. Board.				
	Farukhabad ...	Fatehgarh Committee's School... ...	...	1,008	720	465
		Unaided.				
		Mission School	...	...	...	406
		Total ...	...	1,008	720	871
	Divisional Totals	Total aided by Department	24,835	...	5,380	11,633
		Ditto L. F. Board	...	2,808	720	915
		Ditto Unaided	...	...	...	406
		GRAND TOTAL ...	24,835	2,808	6,100	12,954
		Aided by L. F. Boards.				
ROHILKHAND.	Bijnor ...	City Mission School	...	144	...	42
	Moradabad ...	Do. do.	...	1,260	360	303
	Budaun ...	Do. do.	...	420	...	76
	Bareilly ...	Do. do.	...	624	...	152
	Shâhjahânpur ...	Mission Orphanage School, Lodhipur ...	...	2,520	...	...
		Total ...	...	4,968	360	573
		Aided by Department.				
ALLAHABAD.	Allahabad ...	High School for European Boys ...	6,600	...	360	6,015
		Aided by L. F. Board.				
		Jumna Mission High School	...	1,800	600	1,742
		Colonelganj Subscription School ...	...	480	360	500
		Parish School, Muirabad	...	720	...	199
		Total ...	...	3,000	960	2,441
		Aided by Municipal Board.				
		Bengali Preparatory School	...	...	600	956
		City Anglo-Vernacular School... ...	...	...	168	192
		Total ...	...	...	768	1,148
		Unaided	...	...	...	29
		Total ...	6,600	3,000	2,088	9,633
		Aided by Department.				
	Cawnpore ...	Memorial School, Cawnpore	4,800	...	...	1,456
		Aided by L. F. Board.				
		Christ Church High School	...	3,000	...	1,861
		Total ...	4,800	3,000	...	3,317
		Aided by L. F. Board.				
	Bánda ...	Anglo-Vernacular School, Karwi ...	...	360	...	16
		Aided by L. F. Board.				
	Jaunpur ...	Church Mission School	...	1,800	240	679
	Divisional Total,	Total aided by Department ...	11,400	...	360	7,471
		Ditto by L. Fund Boards ...	...	8,160	1,200	4,997
		Ditto by Municipal Boards ...	...	...	768	1,148
		Do. Unaided	...	...	...	29
		GRAND TOTAL ...	11,400	8,160	2,328	13,645

N.B.—Girls in Boys'

No. 3.—(*continued.*)

PRIVATE MANAGEMENT, *Aided and Unaided, for the Official year* 1884-85. English.

TURE.			EXAMINATIONS.									
			Matriculation or equivalent examination.			*Middle-class or Public service certificate. examination.*			*Upper primary examination.*		*Lower primary examination.*	
Subscriptions.	Endowments and other sources.	Total.	Average number on the class roll monthly during the year.	Number of pupils sent up for examination	Number passed.	Average number on the class roll monthly during the year.	Number of pupils sent up for examination.	Number passed.	Average number on the class roll monthly during the year.	Number passed.	Average number on the class roll monthly during the year.	Number passed.
9e	9f	9	10a	10b	10c	11a	11b	11c	12a	12b	13a	13b
Rs.	Rs.	Rs.										
...	4,872	17,027	37	30	17	59	39	18	75	41	113	41
3,540	6,000	16,140	19	17	2	21	19	10	78	28	114	52
3,660	...	9,033	6	5	...	29	22	11	29	13	31	22
60	159	4,001	...	...	...	19	19	10	25	17	32	43
...	7,566	12,966	17	5	4	5	5	5	10	7	7	6
...	5,550	1,750	2	3	1	4	4	4	12	10	18	8
...	...	4,538	...	...	...	...	...	...	16	13	12	7
7,260	24,147	73,255	81	60	24	137	108	58	245	129	327	179
...	2,815	5,065	5	6	1	18	16	7	14	1	15	5
143	67	2,403	...	...	...	9	6	5	26	7	15	7
...	2,501	2,907	...	...	...	16	12	3	24	19	78	74
143	2,568	5,310	...	...	...	25	18	8	50	26	93	81
7,260	24,147	73,255	81	60	24	137	108	58	245	129	327	179
143	2,882	7,468	5	6	1	27	22	12	40	8	30	12
...	2,501	2,907	...	...	...	16	12	3	24	19	78	74
7,403	29,530	83,630	86	66	25	180	142	73	309	156	435	265
...	432	618	...	...	...	2	2	1	6	4	8	7
...	1,437	3,360	...	...	...	6	6	1	47	18	24	18
...	395	891	...	...	...	4	4	2	15	10	29	22
...	378	1,154	...	...	...	15	14	3	33	4	97	27
...	3,660	6,180	...	...	...	6	6	4	26	8	16	8
...	6,302	12,203	...	...	...	33	32	11	127	44	174	82
...	7,738	20,713	9	4	1	14	...	...	17	14	15	14
...	1,824	5,966	18	12	2	24	11	6	35	16	43	20
250	...	1,590	...	...	...	21	19	1	6	3	28	12
466	...	1,385	...	...	...	24	24	2	16	14	13	11
716	1,824	8,941	18	12	2	69	54	9	57	33	84	43
180	...	1,786	...	...	...	...	...	...	...	...	...	...
360	...	720	4	1	...	3	3	...	3	2	7	6
540	...	2,456	4	1	...	3	3	...	3	2	7	5
2,060	8,706	10,795	14	10	3	38	26	13	38	15	48	21
3,316	18,268	42,905	45	27	6	124	83	22	115	64	154	83
164	...	6,420	2	1	...	6	...	...	...	...	...	...
...	3,669	8,530	14	12	2	20	*11	7	27	11	26	11
164	3,669	14,950	16	13	2	26	11	7	27	11	26	11
438	...	814	...	...	...	5	3	1	17	11	13	10
204	840	3,763	7	5	3	38	28	9	52	25	141	67
164	7,738	27,133	11	6	1	20	...	...	17	14	15	14
1,358	6,333	22,048	39	29	7	132	26	26	153	80	264	131
540	...	2,456	4	1	...	3	3	...	3	2	7	5
2,060	8,706	10,795	14	10	3	38	26	13	38	15	48	21
4,122	22,777	62,432	68	45	11	193	125	39	211	111	334	171

...hools, 53 in Allahabad.

FORM

English. *Statistical return of* **SECONDARY SCHOOLS** (*English and Vernacular*) *for* **BOYS**, *under*

Divisions.	Districts	Class of institutions.	Number of Institutions.	Number of scholars on the rolls on 31st March, 1885. High stage.	Middle stage.	Upper primary stage.	Lower primary stage. Reading printed books	Lower primary stage. Not reading printed books.	Total.
1		2	3	4a	4b	4c	4d	4e	4
		Aided by Department							
		European and Eurasian School...	1	...	4	7	11	12	34
		London Mission School	1	39	74	105	191	21	430
		Total	2	39	78	112	202	33	464
		Aided by Local Fund Board.							
	Benares ...	Jay Narayan's School	1	73	162	132	142	72	581
		Bengali Tola School	1	21	68	66	104	..	259
		Total	2	94	230	198	246	72	840
		Unaided.							
		Cooch Bihar School	1	19	38	29	53	29	168
		GRAND TOTAL ...	5	152	346	339	501	134	1,472
		Aided by Local Fund Board							
BENARES.	Azamgarh ...	Church Mission School	1	15	88	82	93	...	278
	Mirzapur ...	London Mission School	1	23	71	56	219	...	369
		Anglo-Vernacular School, Gyanpur ...	1	...	7	27	24	...	58
		Total	2	23	78	83	243	...	427
	Balliá ...	Anglo-Vernacular School	1	18	88	82	151	46	385
	Gházipur ...	German Mission School	1	26	84	78	122	...	310
		Victoria School	1	45	88	44	90	...	267
		Chashma-i-Rahmat School	1	...	34	34	30	...	98
		Anglo-Vernacular School, Deokali ...	1	...	5	9	30	...	44
		Total	4	71	211	165	272	...	719
	Gorakhpur ...	Church Mission School	1	34	113	43	113	88	391
	Basti ...	Ditto ditto	1	...	22	43	156	4	225
		Unaided.							
		Bansi Anglo Vernacular School ...	1	..	7	14	5	6	32
		Total	2	...	29	57	161	10	257
	Divisional Total,	Total aided by Department	2	39	78	112	202	33	464
		" aided by Local Fund Board ...	12	255	830	696	1,274	210	3,265
		" unaided	2	19	45	43	58	35	200
		GRAND TOTAL ...	16	313	953	851	1,534	278	3,929
		Aided by Local Fund Board							
JHÁNSI	Jhánsi ...	Jhánsi City Subscription School ..	1	...	7	11	37	...	55
		Aided by Department.							
		Diocesan Boys' School, Naini Tal ...	1	3	35	44	16	...	98
		Boys' High School, Naini Tal	1	4	18	14	5	...	41
		Total ..	2	7	53	58	21		139
	Kumaun ...	*Aided by Local Fund Board.*							
		Almora Mission High School	1	24	65	57	328	56	530
		Naini Tal Mission School	1	...	18	21	50	29	118
		Total ...	2	24	83	78	378	85	648
		GRAND TOTAL ...	4	31	136	136	399	85	787
KUMAUN		*Aided by Local Fund Board.*							
	Garhwál ...	Chopra Mission School	1	..	23	28	116	13	180
		Total, aided by Department ...	2	7	53	58	21	...	139
		Ditto by Local Fund Board ...	3	24	106	106	494	98	828
		GRAND TOTAL ...	5	31	159	164	515	98	967

N o. 3.—(*continued.*)

PRIVATE MANAGEMENT, *Aided and Unaided, for the Official year* 1884-85. **English.**

Average number on the rolls monthly during the year.	Average daily attendance.	Number of scholars on 31st March, 1885. Learning							Classification according to race or creed of the scholars on 31st March, 1885.				
		English.	Hindi.	Urdu.	Latin.	Arabic.	Persian.	Sanskrit.	Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.
5	6	7a	7b	7c	7d	7e	7f	7g	8a	8b	8c	8d	8e
30	22	34	...	...	3	...	...	...	34	...	...	...	...
414	330	430	180	68	...	...	156	26	4	12	338	75	1
444	352	464	180	68	3	...	156	26	38	12	338	75	1
575	445	311	281	193	...	...	17	58	...	29	452	100	...
254	200	250	15	48	...	...	25	33	...	...	248	11	...
829	645	561	296	241	...	...	42	91	...	29	700	111	...
244	110	138	22	23	...	...	8	114	...	...	159	9	...
1,517	1,107	1,163	498	332	3	...	206	231	38	41	1,197	195	1
268	188	278	40	6	...	3	212	17	...	12	219	47	...
300	252	369	98	170	...	...	28	3	1	11	273	84	...
48	38	58	18	...	...	...	40	...	...	...	53	5	...
398	290	427	116	170	...		138	3	1	11	326	89	...
376	300	385	122	163	...	...	76	24	...	...	358	27	...
308	230	239	68	17	...	1	205	18	...	23	229	58	...
275	231	267	25	130	...	...	110	2	...	1	220	46	...
77	66	75	...	10	...	...	88	...	...	...	58	49	...
30	30	44	31	13	...	...	...	8	...	...	37	7	...
690	589	625	124	170	...	1	403	28	...	24	544	151	...
387	291	351	44	148	...	...	182	17	...	49	274	66	2
180	183	160	58	128	...	...	15	...	...	...	199	35	...
32	23	32	...	...	...	...	...	...	...	...	25	7	...
212	206	193	58	128	...	...	15	...	...	...	215	42	...
444	352	464	180	68	3	...	156	26	38	12	338	75	1
2,128	2,485	2,787	800	1,026	...	4	1,068	180	1	125	2,611	526	2
276	133	170	22	23	...	...	8	114	...	...	184	16	...
3,848	2,971	3,421	1,002	1,117	3	4	1,232	220	39	137	3,123	617	3
54	42	55	3	9	...	...	43	...	...	...	43	12	...
135	124	98	...	65	38	...	...	...	98	...	...	...	...
60	55	41	12	41	29	...	...	...	41	...	...	...	...
192	179	139	12	106	67	...	...	...	139	...	...	...	...
531	448	330	499	28	...	...	...	66	1	10	509	17	...
139	99	80	32	6	...	...	...	...	...	3	108	7	...
670	547	410	531	34	...	...	...	66	1	13	610	24	...
862	726	555	513	140	67	...	...	66	140	13	610	24	...
176	138	117	180	58	...	...	...	58	...	17	159	1	3
192	179	139	12	106	67	...	...	...	139	...	...	...	...
846	685	533	711	92	...	...	...	124	1	30	769	25	3
1,038	864	672	723	198	67	...	...	124	140	30	769	25	3

FORM

English. *Statistical Return of* **SECONDARY SCHOOLS** (*English and Vernacular*) *for* **BOYS** *under*

Divisions.	Districts.	Class of institutions.	Expenditure: Provincial Revenues.	Local rates or cesses.	Municipal Funds.	Fees.
	1	2	9a	9b	9c	9d
		Aided by Department.	Rs.	Rs.	Rs.	Rs.
Benares.	Benares ...	European and Eurasian School... ...	660	...	990	476
		London Mission School	4 800	...	...	2,212
		Total	5,460	...	990	2,688
		Aided by Local Fund Board.				
		Jay Narayan's School	...	2,367	...	964
		Bengali Tola School	...	1,392	400	1,319
		Total	..	3,759	400	2,283
		Unaided.				
		Cooch Bihar School	...	...	...	381
		GRAND TOTAL ...	5.460	3,759	1,390	5,352
		Aided by Local Fund Board.				
	Azamgarh ...	Church Mission School	...	1.800	120	800
	Mirzapur ...	London Mission School	...	2 400	...	664
		Anglo-Vernacular School, Giyanpur ...	...	120	...	109
		Total	...	2.520	...	773
	Ballia ...	Anglo-Vernacular School	36	2,981	603	1,628
	Ghâzipur ...	German Mission School	...	2,760	300	970
		Victoria School	...	2,160	240	1,914
		Chashma-i-Rahmat School	...	360	120	75
		Anglo-Vernacular School, Deokali ...	...	360	...	15
		Total	...	5.640	660	2,974
	Gorakhpur ...	Church Mission School	...	3,600	..	1.218
	Basti ...	Ditto ditto	...	840	...	380
		Unaided.				
	Ditto ...	Bansi Anglo-Vernacular School ...	...	...	...	
		Total	...	840	...	380
	Divisional Total	Total aided by Department	5,460	...	990	2,688
		„ aided by Local Fund Board ...	36	21,140	1,783	10,056
		„ unaided	...	...	...	381
		GRAND TOTAL FOR DIVISION ...	5.496	21,140	2 773	13,125
		Aided by Local Fund Board.				
Jhánsi.	Jhánsi ...	Jhánsi City Subscription School ...	...	275	...	361
		Aided by Department.				
Kumaun.	Kumaun ...	Diocesan Boys' School, Naini Tal ...	5,880	...	...	11,821
		Boys' High School, Naini Tal	3 000	...	150	4,023
		Total	8,880	...	150	15,844
		Aided by Local Fund Board.				
		Almorah Mission High School	...	4,800	72	1,826
		Naini Tal Mission School	...	950	150	400
		Total	...	5,750	222	2,226
		GRAND TOTAL ...	8,880	5,750	372	18,070
		Aided by Local Fund Board.				
	Garhwál ...	Chopra Mission School	...	1.200	...	334
		Total, aided by Department ...	8,880	...	150	15,844
		Ditto by Local Fund Boards ...	...	6,950	222	2,560
		GRAND TOTAL FOR DIVISION ...	8,880	6,950	372	18,404

No. 3.—(*continued.*)

PRIVATE MANAGEMENT, *Aided and Unaided, for the Official year* 1884-85.

English.

TURE.			EXAMINATIONS.									
			Matriculation or equivalent examination.			*Middle-class or Public service certificate examination.*			*Upper primary examination.*		*Lower primary examination.*	
Subscriptions.	Endowments and other sources.	Total.	Average number on the class roll monthly during the year.	Number of pupils sent up for examination.	Number passed.	Average number on the class roll monthly during the year.	Number of pupils sent up for examination.	Number passed.	Average number on the class roll monthly during the year.	Number passed.	Average number on the class roll monthly during the year.	Number passed.
9e	9f	9	10a	10b	10c	11a	11b	11c	12a	12b	13a	13b
Rs.	Rs.	Rs.										
...	...	2,126	...	...	...	...	...	...	2	1	4	2
...	6,528	13,540	62	33	3	20	18	9	93	61	53	30
...	6,528	15,666	62	33	3	20	18	9	95	62	57	32
1,440	5,665	10,436	...	5	...	19	19	3	...	...	...	...
607	...	3,718	15	7	2	16	6	4	29	28	27	16
2,047	5,665	14,154	15	12	2	35	25	7	29	28	27	16
...	1,430	1,811	15	6	1	17	3	...	20	10	18	7
2,047	13,623	31,631	92	51	6	72	46	16	144	100	102	55
...	880	3,800	10	7	3	25	16	12	63	31	38	18
1,397	...	4,461	17	8	...	33	9	1	30	...	38	...
...	521	750	...	...	...	2	2	...	7	5	10	7
1,397	521	5,211	17	8	...	35	11	1	37	5	48	7
676	...	5,924	12	4	1	19	19	7	36	24	71	54
2,444	...	6,474	13	11	3	34	27	8	32	19	37	24
328	...	4,642	22	12	3	25	24	8	46	31	38	38
395	...	950	...	...	...	18	17	6	32	23	27	24
...	228	603	...	...	...	6	2	1	9	6	25	20
3,167	228	12,669	35	23	6	82	70	23	119	79	127	106
50	1,560	6,429	20	19	7	39	36	13	25	20	40	27
160	600	1,980	...	...	...	17	17	11	23	20	48	38
...	300	300	...	...	...	...	...	...	5	3	5	3
160	900	2,280	...	...	...	17	17	11	30	23	53	41
...	6,528	15,666	62	33	3	20	18	9	95	62	57	32
7,497	9,454	49,966	109	73	19	252	194	74	334	207	399	266
...	1,730	2,111	15	6	1	17	5	...	25	13	23	10
7,497	17,712	67,743	186	112	23	289	215	83	454	282	479	308
370	87	1,093	...	...	...	4	4	1	4	...	7	...
...	7,085	24,786	3	2	1	8	...	...	35	27	14	11
...	3,054	10,227	4	4	4	...	...	...	9	9	10	7
...	10,139	35,013	7	6	5	8	...	...	44	36	24	18
461	1,619	8,778	15	11	7	33	32	21	29	23	64	45
70	660	2,230	...	...	...	...	...	...	9	3	12	4
531	2,279	11,008	15	11	7	33	32	21	38	26	76	49
531	12,418	46,021	22	17	12	41	32	21	82	62	100	67
...	866	2,400	...	...	...	15	12	4	12	8	17	12
...	10,139	35,013	7	6	5	8	...	...	44	36	24	18
531	3,145	13,408	15	11	7	48	44	25	50	34	93	61
531	13,284	48,421	22	17	12	56	44	25	94	70	117	79

FORM

English

Statistical Return of **SECONDARY SCHOOLS** (*English and Vernacular*) *for* **BOYS**, *under*

Division.	Districts.	Class of institutions.	Number of institutions.	Number of scholars on the rolls on 31st March, 1885. High stage.	Middle stage.	Upper primary stage	Lower primary stage: Reading printed books	Lower primary stage: Not reading printed books.	Total.
	1	2	3	4a	4b	4c	4d	4e	4
Oudh.	Lucknow ...	*Aided by Department.*							
		Canning Collegiate School	1	109	66	18	16	...	209
		A. M. Centennial School	1	24	59	44	116	...	243
		Total ...	2	133	125	62	132	...	452
		Aided by Local Fund Board							
		Church Mission School, Raja ka bazar ...	1	14	66	40	133	...	253
		American Mission School, Nakhas ...	1	...	28	49	215	...	292
		Church Mission School, Victoria Street ...	1	...	17	15	89	...	121
		Total ...	3	14	111	104	437		666
		Unaided.							
		Raj Narayan's School	1	...	104	105	191	...	400
		GRAND TOTAL ...	6	147	340	271	760	..	1,518
	Sitapur ...	*Aided by Local Fund Board.*							
		Muhmudabad School	1	...	6	8	76	...	90
		American Mission School, Khairabad ...	1	...	6	17	112	..	135
		Total ...	2	...	12	25	188	...	225
	Gonda ...	*Aided by Local Fund Board.*							
		Lyall Collegiate School, Balrampur ...	1	11	26	37	189	...	263
	Bahraich ...	*Aided by Department.*							
		Bhinga School	1	...	9	7	64	...	80
		Unaided.							
		Ferrar Anglo-Vernacular School ...	1	...	5	10	110	...	125
		Anglo-Vernacular School Ikauna ...	1	...	...	...	...	...	113
		Ditto ditto Baundi	1	...	...	..	...	...	111
		Total ...	3	.	5	10	110	...	349
		GRAND TOTAL ...	4	..	14	17	174	..	429
		Total aided by Department ...	3	133	134	69	196	...	532
		Ditto Local Fund Board ...	6	25	149	166	814		1,154
		Ditto Unaided ...	4	...	109	115	301	...	(a) 749
		GRAND TOTAL, OUDH ...	13	158	392	350	1,311	...	(a) 2,435
	N.-W. P. and Oudh	Total aided by Department	18	407	964	708	1,529	72	3,680
		Ditto Local Fund Boards ...	45	435	1,948	1,685	4,514	441	9,023
		Ditto Municipal Boards	2	4	44	49	136	10	243
		Ditto Unaided	13	83	328	294	792	74	(a) 1,745
		GRAND TOTAL N.-W. P. AND OUDH	78	879	3,284	2,736	6,971	597	(a) 14,691

(a) Includes 224 of whom no details are given by the Inspector.

No. 3—(*continued*).

PRIVATE MANAGEMENT, *Aided and Unaided, for the Official year* 1884-85.

English

Average number on the rolls monthly during the year	Average daily attendance.	Number of Scholars on 31st March, 1885. Learning							Classification according to race or creed of the scholars on 31st March, 1885.				
		English.	Hindi.	Urdu.	Latin.	Arabic.	Persian.	Sanskrit.	Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.
5	6	7a	7b	7c	7d	7e	7f	7g	8a	8b	8c	8d	8e
214	180	209	4	21	...	4	146	34	1	3	142	62	1
225	193	243	23	178	...	...	16	26	17	52	129	45	...
439	373	452	27	199	...	4	162	60	18	55	271	107	1
219	184	253	24	203	...	5	121	10	...	3	195	55	...
260	216	292	22	270	...	...	35	...	...	...	156	136	...
100	70	60	45	73	...	8	24	2	...	...	106	15	...
579	470	605	91	546	...	13	180	12	...	3	457	206	..
445	371	400	37	236	..	...	127	...	...	...	291	106	3
1.463	1 214	1,457	155	981	...	17	469	72	18	58	1,019	419	4
87	76	41	27	64	...	...	19	...	...	...	53	37	...
128	108	70	49	86	.	...	23	4	...	2	97	36	..
215	184	111	76	150	...	...	42	4	...	2	150	73	...
225	163	176	144	152	...	..	64	...	1	2	218	42	...
77	62	56	47	38	...	...	17	1	...	...	66	14	...
125	100	40	9	116	...	...	40	...	...	...	35	90	...
112	73	48	...	44	...	...	21	...	...	1	103	9	...
106	80	64	47	46	...	...	19	4	...	...	99	12	...
343	253	152	56	206	...	...	80	4	...	1	237	111	...
430	315	208	103	239	...	...	97	5	...	1	303	125	...
516	435	508	74	232	...	4	179	61	18	55	337	121	1
1,019	817	892	311	848	...	13	286	16	1	7	825	321	...
788	624	552	98	442	...	...	207	4	...	1	528	217	3
2,323	1,876	1,952	478	1,522	...	17	672	81	19	63	1.690	659	4
3,566	3,115	3,636	666	1,474	274	42	1,183	197	698	123	2,054	800	5
8,624	6,938	7,631	2,499	3,599	60	17	2,604	454	232	675	6,572	1,539	5
233	205	211	43	26	...	...	21	27	...	3	234	7	...
1,771	1,316	1,406	371	851	...	5	454	148	...	18	1,316	405	6
14,194	11,569	12,904	3,579	5,950	334	64	4,262	826	930	818	10 176	2.751	16

FORM

English. *Statistical Return of* **SECONDARY SCHOOLS** (*English and Vernacular*) *for* **BOYS** *under*

Divisions.	Districts.	Class of Institutions.	Expendi			
			Provincial revenues.	Local rates or cesses.	Municipal funds.	Fees.
	1	2	9a	9b	9c	9d
		Aided by Deparment.	Rs.	Rs.	Rs.	Rs.
	Lucknow ...	Canning College School	5,794	...	...	2,094
		A. M. Centennial School	1,800	..	...	902
		Total ...	7,594	...	.	2,996
		Aided by Local Fund Board.				
		Church Mission School, Raja-ka-bazar ...	...	1,954	...	312
		American Mission School, Nakhas ...	...	1,491	...	600
		Church Mission School, Victoria Street ...	...	275	..	19
		Total ...	...	3,720	...	931
		Unaided.				
		Raj Narayan's School	...	...	...	1 133
		GRAND TOTAL ...	7.594	3 720	..	5,060
		Aided by Local Fund Board.				
	Sitapur ...	Mahmudabad School	...	1,029	...	66
		American Mission School, Khairabad ...	...	595	60	99
		Total ...	..	1,624	60	165
		Aided by Local Fund Board				
	Gonda ...	Lyall Collegiate School, Balrampur ...	1,560	...	...	115
		Aided by Department.				
	Bahraich ...	Bhinga School	420	...	...	60
		Unaided.				
		Ferrar Anglo-Vernacular School ...	...	...	...	...
		Anglo-Vernacular School, Ikauna ...	...	...	...	...
		Ditto Ditto, Baundi ...	...	...	...	...
		Total ...	...	...	...	...
		Grand Total ...	420	...	...	60
		Total aided by Department ...	8,014	...	...	3,056
		Ditto L. F. Boards ...	1,560	5,344	60	1,211
		Ditto Unaided.	...	...	...	1,133
		GRAND TOTAL ...	9,574	5,344	60	5,400
	N.-W. P. and Oudh.	Total aided by Department	66,469	...	7,542	50,175
		Ditto Local Fund Boards ...	1,596	63,205	7,344	27,865
		Ditto Municipal Boards... ...	...	...	768	1,148
		Ditto Unaided	...	...	...	2,101
		GRAND TOTAL, N.-W. P. AND OUDH,	68,065	63,205	15,654	81,289

No. 3—(*continued*).

PRIVATE MANAGEMENT, *Aided and Unaided, for the Official year* 1884-85. English.

TURE.			EXAMINATIONS.									
			Matriculation or equivalent examination			*Middle-class or Public service certificate examination*			*Upper primary examination.*		*Lower primary examination.*	
Subscriptions.	Endowments and other sources.	Total.	Average number on the class roll monthly during the year.	Number of pupils sent up for examination	Number passed.	Average number on the class roll monthly during the year.	Number of pupils sent up for examination	Number passed	Average number on the class roll monthly during the year.	Number passed.	Average number on the class roll monthly during the year	Number passed.
9e	9f	9	10a	10b	10c	11a	11b	11c	12a	12b	13a	13b
Rs.	Rs	Rs										
...	5,972	13,860	66	43	9	72	62	26	18	...	16	...
...	3,298	6,000	20	10	3	40	10	3	18	10	16	10
...	9,270	19,860	86	53	12	112	72	29	36	10	32	10
2,060	...	4,332	11	11	1	48	45	11	24	11	15	8
100	1,100	3,291	...	...	...	17	13	6	18	14	25	18
355	...	649	...	...	...	11	7	...	8	4	19	7
2,521	1,100	8,272	11	11	1	76	65	17	50	29	59	33
981	..	2,114	...	...	...	58	34	9	53	...	65	...
3,502	10,370	30,246	97	64	13	246	171	55	139	39	156	43
1,029	...	2,124	...	...	...	1	2	1	1	...	4	1
478	...	1,232	..	...	...	3	3	1	4	2	13	4
1,507	...	3,356	...	..	...	4	5	2	5	2	17	5
520	2,238	4,433	4	2	1	14	8	1	17	7	23	12
660	...	1,140	...	...	...	4	3	...	3	2	9	5
...	1,296	1,296	...	...	...	5	5	...	...	...	13	...
...	..	...	...	...	...	...	4	1	...	..	...	...
...	1 362	1,362	...	...	..	...	2	...	...	13	...	42
...	2,658	2,658	...	...	...	5	11	1	...	13	13	42
660	2,658	3,798	...	...	...	9	14	1	3	15	22	47
6[illegible]0	9,270	21,000	86	53	12	116	75	29	39	12	41	15
4,548	3,338	16,051	15	13	2	94	78	20	79	38	99	50
981	2,658	4,772	..	.	...	63	46	10	58	13	78	42
6,189	15,266	41,833	101	66	14	273	198	59	164	63	218	107
8,267	66 826	1,99,270	290	199	62	367	215	100	519	264	468	262
16,508	58,567	1,75,085	214	151	41	688	555	211	900	493	1,211	697
540	...	2,456	4	1	...	3	3	...	8	2	7	5
3,968	15,895	21,964	29	16	4	141	96	26	153	64	244	159
29,283	1,41,288	3,98,784	537	367	107	1,199	869	337	1,570	823	1,930	1,123

N B—Girls in boys' schools = 90.

E. WHITE, C.S.,
Director of Public Instruction, N.-W. P. and Oudh.

FORM

Vernacular.

Statistical Return of **SECONDARY SCHOOLS** (*English and Vernacular*) *for* **BOYS**

Divisions.	Districts.	Class of Institutions.	Number of institutions.	Number of scholars on the rolls on 31st March, 1885. High stage.	Middle stage.	Upper primary stage.	Lower primary stage. Reading printed books.	Lower primary stage. Not reading printed books.	Total.
	1	2	3	4a	4b	4c	4d	4e	4
		VERNACULAR.							
Rohilkhand.	Bijnor ...	Aided by Local Fund Board	1	...	32	...	...	...	32
	Budaun ...	Ditto ditto	1	...	13	7	27	...	47
	Moradabad ...	Unaided	1	...	14	9	25	120	168
		Total aided by Local Fund Board ...	2	...	45	7	27	...	79
		Ditto unaided	1	...	14	9	25	120	168
		GRAND TOTAL ...	3	...	59	16	52	120	247
Benares.	Gházipur ...	Aided by Local Fund Board	2	83	131	19	...	...	233
	Mirzapur ...	Ditto ditto	1	...	9	53	30	25	117
	Ballia ...	Unaided	1	...	...	...	...	...	(a)23
		Total aided by Local Fund Board ...	3	83	140	72	30	25	350
		Ditto unaided	1	...	...	...	...	..	(a)23
		GRAND TOTAL ...	4	83	140	72	30	25	(a)373
Kumaun.	Kumaun ...	Aided by Department	1	5	7	12	74	19	117
	Garhwál ...	Aided by Local Fund Board	1	...	9	23	16	37	85
		Total ...	2	5	16	35	90	56	202
Oudh.	Gonda ...	Aided by Department	2	42	53	..	...	...	95
	Lucknow ...	Aided by Local Fund Board	2	28	18	19	91	...	156
		Total ...	4	70	71	19	91	...	251
	N.-W. P. and Oudh.	Total aided by Department ...	3	47	60	12	74	19	212
		Ditto by Local Fund Board ...	8	111	212	121	164	62	670
		Ditto unaided	2	...	14	9	25	120	(a) 191
		GRAND TOTAL ...	13	158	286	142	263	201	(a)1,073

(a) Includes 23 of whom no details are given.

No. 3—(*continued*).

under **PRIVATE MANAGEMENT**, *aided and unaided, for the official year* 1884-85.

Vernacular.

Average number on the rolls monthly during the year.	Average daily attendance.	Number of Scholars on 31st March, 1885. Learning							Classification according to race or creed of the scholars on 31st March, 1885.				
		English.	Hindi.	Urdu.	Latin.	Arabic.	Persian.	Sanskrit.	Europeans and Eurasians	Native Christians.	Hindus.	Muhammadans.	Others.
5	6	7a	7b	7c	7d	7e	7f	7g	8a	8b	8c	8d	8e
27	17	...	...	32	...	...	...	...	...	...	17	15	...
48	37	...	...	47	...	...	...	...	...	2	12	33	...
168	138	...	...	36	...	66	87	...	...	...	4	164	...
75	54	...	...	79	...	...	...	...	...	2	29	48	...
168	138	...	...	38	...	66	87	...	...	...	4	164	...
243	192	...	...	117	...	66	87	...	...	2	33	212	...
228	196	68	16	10	...	57	175	20	...	...	88	145	...
110	79	...	49	1	...	...	32	35	...	...	109	8	...
20	19	...	...	13	...	...	10	...	...	...	15	8	...
338	275	68	65	11	...	57	207	55	..	...	197	153	...
20	19	...	...	13	...	...	10	...	...	...	15	8	...
358	294	68	65	24	...	57	217	55	...	...	212	161	...
112	92	..	40	...	...	...	...	77	...	...	106	11	...
88	62	32	85	...	...	...	...	16	...	2	76	6	1
200	154	32	125	...	...	...	...	93	...	2	182	17	1
89	58	...	...	...	...	12	46	49	...	...	68	27	...
140	121	...	87	101	...	18	51	20	...	...	97	59	...
229	179	...	87	101	...	30	97	69	...	...	165	86	...
201	150	...	40	...	...	12	46	126	...	...	174	38	...
641	512	100	237	191	...	75	258	91	...	4	899	266	1
188	157	...	...	51	...	66	97	..	...	...	19	172	...
1,030	819	100	277	242	...	153	401	217	...	4	592	476	1

FORM

Vernacular.

Statistical Return of **SECONDARY SCHOOLS** (*English and Vernacular*) *for* **BOYS** *under*

Divisions	Districts	Class of Institutions.	Expenditure: Provincial revenues.	Local rates or cesses.	Municipal Funds.	Fees.
	1	2	9a	9b	9c	9d
Rohilkhand.	Bijnor ...	Aided by Local Fund Board	...	96	...	...
	Budaun ...	Ditto ditto	...	120	...	39
	Moradabad ...	Unaided	...	...	...	120
		Total, aided by Local Fund Board ...	...	216	...	39
		Ditto unaided	...	...	...	120
		GRAND TOTAL ...	...	**216**	...	**159**
Benares.	Gházipur ...	Aided by Local Fund Board	...	1,200	240	441
	Mirzapur ...	Ditto ditto	...	120	...	92
	Balliá ...	Unaided	...	...	...	120
		Total, aided by Local Fund Board ...	...	1,320	240	533
		Ditto Unaided	...	...	...	120
		GRAND TOTAL ...	...	**1,320**	**240**	**653**
Kumaun.	Kumaun ...	Aided by Department	1,200	48	...	115
	Garhwál ...	Aided by Local Fund Board	...	600	...	18
		Total ...	**1,200**	**648**	...	**133**
Oudh	Gonda ...	Aided by Department	...	...	..	97
	Lucknow ...	Aided by Local Fund Board	...	386	...	47
		Total ...	...	**386**	...	**144**
	N.-W. P. and Oudh.	Total aided by Dpartment ...	1,200	48	...	212
		Ditto by Local Fund Board ...	...	2,522	240	637
		Ditto unaided	...	...	...	240
		GRAND TOTAL ...	**1,200**	**2,570**	**240**	**1,089**

N.B.—The following

N o. 3—(*concluded*).

PRIVATE MANAGEMENT, *aided and unaided, for the official year* 1884-85.

Vernacular

TUBE.			EXAMINATIONS.									
			Matriculation or equivalent examination.			*Middle-class or Public service certificate examination.*			*Upper primary examination.*		*Lower primary examination.*	
Subscriptions.	Endowments and other sources.	Total.	Average number on the class roll monthly during the year.	Number of pupils sent up for examination.	Number passed.	Average number on the class roll monthly during the year.	Number of pupils sent up for examination.	Number passed.	Average number on the class roll monthly during the year.	Number passed.	Average number on the class roll monthly during the year.	Number passed.
9e	9f	9	10a	10b	10c	11a	11b	11c	12a	12b	13a	13b
...	120	216	...	...	...	20	17	4	...	...	...	...
...	81	240	...	...	...	9	9	6	7	4	20	12
360	...	480	...	...	...	14	5	—	9	5	11	6
...	201	456	...	...	...	29	26	10	7	4	20	12
360	...	480	...	...	...	14	5	...	9	5	11	6
360	201	936	...	...	...	43	31	10	16	9	31	18
1,063	...	2,944	29	18	...	23	21	3	...	...	...	...
...	139	351	...	...	...	...	...	...	20	16	15	10
...	...	120	...	...	...	...	...	...	...	...	...	...
1,063	139	3,295	29	18	...	23	21	3	20	16	15	10
...	...	120	...	...	...	...	...	...	...	...	...	...
1,063	139	3,415	29	18	...	23	21	3	20	16	15	10
...	435	1,798	5	2	...	7	3	...	12	6	10	4
...	582	1,200	...	...	...	3	2	...	5	2	8	3
...	1,017	2,998	5	2	...	10	5	...	17	8	18	7
...	1,235	1,332	15	3	...	52	...	...	...	...	...	...
402	...	835	17	8	...	12	8	...	7	7	10	7
402	1,235	2,167	32	11	...	64	8	...	7	7	10	7
...	1,670	3,130	20	5	...	59	3	...	12	6	10	4
1,465	922	5,786	46	26	...	67	57	13	39	29	53	32
360	...	600	...	...	...	14	5	...	9	5	11	6
1,825	2,592	9,516	66	31	...	140	65	13	60	40	74	43

Statement No. 4 is blank.

E. WHITE, C.S.,

Director of Public Instruction, N.-W. P. and Oudh.

FORM

English

Statistical Return of **SECONDARY SCHOOLS** (*English and Vernacular*) *for* **GIRLS,**

Divisions.	Districts.	Class of Institutions	Number of institutions.	Number of Scholars on the rolls on 31st March, 1885. High stage	Middle stage.	Upper primary stage	Lower primary stage: Reading printed books.	Lower primary stage: Not reading printed books.	Total.
	1	2	3	4a	4b	4c	4d	4e	4
		ENGLISH							
		Aided by Department.							
MEERUT.	Dehra Dún ...	Woodstock Girls' School for Europeans, Landour.	1	1	29	30	25	...	85
		Aided by Local Fund Board.							
		American Presbyterian Mission Boarding School.	1	1	31	21	39	2	94
		Total ...	**2**	**2**	**60**	**51**	**64**	**2**	**179**
		Aided by Department							
AGRA.	Agra ...	Canning Protestant Girls' School for Europeans and Eurasians	1	...	9	14	12	...	35
		St. Patrick's Catholic Orphanage for Europeans and Eurasians.	1	...	16	27	26	22	91
		Total ...	**2**	...	**25**	**41**	**38**	**22**	**126**
ROHILKHAND	Bareilly ...	*Aided by Local Fund Board*							
		Girls' Orphanage School ...	1	...	15	77	163	30	285
ALLAHABAD	Allahabad ...	*Aided by Department.*							
		Girls' High School	1	8	31	50	34	26	149
		Aided by Local Fund Board.							
		St. Mary's Convent School ...	1	...	12	15	5	...	32
		" Day " ...	1	...	10	14	18	11	53
		TOTAL ...	2	...	22	29	23	11	85
		GRAND TOTAL ...	3	8	53	79	57	37	234
	Cawnpore ...	*Aided by Local Fund Board.*							
		Girls' Boarding High School ...	1	5	23	12	10	3	53
		Cawnpore Seminary ...	1	...	9	6	10	9	34
		TOTAL ...	2	5	32	18	20	12	87
		Total aided by Department ...	1	8	31	50	34	26	149
		Total aided by Local Fund Board.	4	5	54	47	43	23	172
		GRAND TOTAL ...	**5**	**13**	**85**	**97**	**77**	**49**	**321**
KUMAON.	Kumaun ...	*Aided by Department.*							
		Diocesan Girls' School, Naini Tál,	1	5	23	22	35	...	85
		Aided by Local Fund Board							
		Girls' High School, Naini Tal ...	1	...	13	24	9	1	47
		Unaided							
		Almora Mission School ...	1	...	7	22	20	15	64
		Total ...	**3**	**5**	**43**	**68**	**64**	**16**	**196**

No. 5.

under **PRIVATE MANAGEMENT**, *aided and unaided for the official year* 1884-85

English.

Average number on the roll monthly during the year.	Average daily attendance.	Number of Scholars on 31st March 1885, Learning							Classification according to race or creed of the scholars on 31st March, 1885				
		English.	Hindi.	Urdu.	Latin.	Arabic.	Persian.	Sanskrit.	Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.
5	6	7a	7b	7c	7d	7e	7f	7g	8a	8b	8c	8d	8e
82	82	85	...	...	20	...	...	...	84	1	...	...	...
94	94	94	46	94	...	...	...	...	6	88	...	...	...
176	176	179	46	94	20	...	...	...	90	89	...	...	...
23	22	35	...	...	...	...	...	...	35	...	...	...	...
102	90	91	...	...	...	...	...	...	91	...	...	...	...
125	112	126	...	...	...	...	...	...	126	...	...	...	...
276	276	253	178	255	...	...	132	...	1	283	1	...	...
148	135	149	...	...	51	...	...	...	149	...	...	...	...
37	29	32	...	...	...	...	...	...	32	...	...	...	...
54	44	53	...	...	...	...	...	...	53	...	...	...	...
91	73	85	...	...	...	..	...	...	85	...	...	...	...
239	208	234	...	...	51	...	...	..	234	...	...	...	...
63	54	53	...	...	...	...	...	...	49	4	...	...	...
38	38	34	...	11	6	...	...	...	31	...	...	...	3
101	92	87	...	11	6	...	...	...	80	4	...	...	3
148	135	149	...	...	51	...	...	...	149	...	...	...	...
192	165	172	...	11	6	...	...	...	165	4	...	...	3
340	300	321	...	11	57	...	...	...	314	4	...	...	3
85	85	85	...	..	...	...	...	...	85	...	...	...	...
25	25	47	...	7	7	...	...	...	47	...	...	...	..
64	58	19	58	...	...	...	...	...	...	34	30	...	...
174	168	151	58	7	7	...	...	...	132	34	30	...	...

FORM

Statistical Return of **SECONDARY SCHOOLS** (*English and Vernacular*) *for* **GIRLS,**

English

Divisions.	Districts.	Class of Institutions.	Expenditure. Provincial revenues.	Local rates or cesses.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
	1	2	9a	9b	9c	9d	9e	9f	9
		ENGLISH.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
		Aided by Department.							
MEERUT.	Dehra Dún,	Woodstock Girls' School for Europeans, Landour.	1,800	...	...	14,391	...	23,112	39,303
		Aided by Local Fund Board.							
		American Presbyterian Mission Boarding School.	...	1,800	...	834	465	5,916	9,015
		Total ...	1,800	1,800	...	15,225	465	29,028	48,318
		Aided by Department.							
AGRA.	Agra ...	Canning Protestant Girls' School for Europeans and Eurasians.	3,780	...	...	1,932	...	1,417	7,129
		St. Patrick's Catholic Orphanage for Europeans and Eurasians.	1,800	...	...	720	...	5,980	8,500
		Total ...	5,580	..	...	2,652	...	7,379	15,629
ROHILKHAND.	Bareilly ...	*Aided by Local Fund Board.*							
		Girls' Orphanage School ...	...	2,400	...	...	...	3,477	5,877
		Aided by Department.							
ALLAHABAD.	Allahabad ...	Girls' High School	4,800	...	360	6,417	...	12,217	23,794
		Aided by Local Fund Board.							
		St. Mary's Convent School ...	...	2,750	...	4,000	...	4,024	10,774
		" Day " ...	...	250	...	2,503	...	2,931	5,684
		TOTAL ...	...	3,000	...	6,503	...	6,955	16,458
		GRAND TOTAL ...	4,800	3,000	360	12,920	...	19,172	40,252
	Cawnpore,	*Aided by Local Fund Board.*							
		Girls' Boarding High School ...	...	3,600	...	4,009	...	2,766	10,375
		Cawnpore Seminary ...	...	2,340	...	540	840	300	4,020
		TOTAL ...	...	5,940	...	4,549	840	3,066	14,395
		Total aided by Department ...	4,800	...	360	6,417	...	12,217	23,794
		Total aided by Local Fund Boards.	...	8,940	...	11,052	840	10,021	30,853
		GRAND TOTAL ...	4,800	8,940	360	17,469	840	22,238	54,647
		Aided by Department.							
KUMAUN.	Kumaun ...	Diocesan Girls, School, Naini Tal,	2,820	...	...	10,203	...	...	13,023
		Aided by Local Fund Board.							
		Girls, High School, Naini Tal ...	...	1,500	150	2,887	...	379	4,916
		Unaided.							
		Almora Mission School ...	...	...	...	...	1,400	...	1,400
		Total ...	2,820	1,500	150	13,090	1,400	379	19,339

No. 5.

under **PRIVATE MANAGEMENT**, *aided and unaided for the official year* 1884-85.

English.

Examinations.										Remarks.
Matriculation or equivalent examination.			*Middle-class or Public service certificate examination.*			*Upper primary examination.*		*Lower primary examination.*		
Average number on the class roll monthly during the year.	Number of pupils sent up for examination.	Number passed.	Average number on the class roll monthly during the year.	Number of pupils sent up for examination.	Number passed.	Average number on the class roll monthly during the year.	Number passed.	Average number on the class roll monthly during the year.	Number passed.	
10a	10b	10c	11a	11b	11c	12a	12b	13a	13b	14
...	...	...	3	...	...	16	15	13	8	
...	...	...	...	...	...	...	...	...	...	
...	...	...	3	...	...	16	15	13	8	
...	...	...	...	...	...	5	3	14	9	
...	...	...	...	...	...	12	12	16	12	
...	...	...	...	...	...	17	15	30	21	
...	...	...	3	...	...	24	7	25	24	
12	4	1	15	...	...	13	...	17	...	
...	...	...	3	...	...	8	6	5	2	
...	...	...	...	...	...	8	5	14	12	
...	...	...	3	...	...	16	11	19	14	
12	4	1	18	...	...	29	11	36	14	
5	5	...	...	...	...	8	8	10	5	
...	...	...	...	...	...	...	...	3	3	
5	5	...	...	...	...	8	8	13	8	
12	4	1	15	...	...	13	...	17	...	
5	5	...	3	...	...	24	19	32	22	
17	9	1	18	...	...	37	19	49	22	
4	3	...	21	...	...	20	12	...	...	
...	...	...	...	...	...	...	...	4	3	
...	...	...	5	2	2	...	...	...	...	
4	3	...	26	2	2	20	12	4	3	

N. B.—Boys in Girls' Schools=12 (1 in Agra and 11 in Allahabad).

FORM

Statistical Return of **SECONDARY SCHOOLS**, (*English and Vernacular*) *for* **GIRLS**,

English.

Divisions.	Districts.	Class of Institutions.	Number of institutions.	Number of scholars on the rolls on 31st March, 1885. High stage.	Middle stage.	Upper primary stage.	Lower primary stage: Reading printed books.	Lower primary stage: Not reading printed books.	Total.
	1	2	3	4a.	4b.	4c.	4d	4e.	4
		Aided by Department.							
Oudh.	Lucknow ...	Anglo-Vernacular Girls School, Lal Bagh ...	1	10	34	28	56	...	128
		Aided by Local Fund Board.							
		La Martiniere Girls' School ...	1	...	23	21	23	4	71
		Total ...	2	10	57	49	79	4	199
N.-W. P. & Oudh.		Total aided by Department ...	6	24	142	171	188	48	573
		Total aided by Local Fund Board.	8	6	136	190	277	60	669
		Total unaided	1	...	7	22	20	15	64
		GRAND TOTAL, ENGLISH, N.-W. P. AND OUDH	15	30	285	383	485	123	1,306
		VERNACULAR.							
Vernacular. Kumaun.	Garhwál ...	Aided by Local Fund Board ...	1	...	2	9	22	15	48
		GRAND TOTAL, N.-W. P. AND OUDH.	1	...	2	9	22	15	48

No. 5—(*continued*).

under **PRIVATE MANAGEMENT**, *aided and unaided, for the official year* 1884-85.

Average number on the rolls monthly during the year.	Average daily attendance.	Number of scholars on 31st March 1885, Learning							Classification according to race or creed of the scholars on 31st March, 1885.					
		English.	Hindi.	Urdu.	Latin.	Arabic.	Persian.	Sanskrit.	Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.	
5	6	7a.	7b.	7c.	7d.	7e.	7f.	7g.	8a.	8b.	8c.	8d.	8e.	
112	95	128	...	129	...	...	22	...	42	86	...	...	...	English.
63	58	71	...	...	...	...	...	...	71	...	...	...	...	
175	153	199	...	129	...	...	22	...	113	86	...	...	...	
552	509	573	...	129	71	...	22	...	486	87	...	...	...	
650	618	637	224	367	13	...	132	...	290	375	1	...	3	
64	58	19	58	...	...	...	...	...	...	34	30	...	...	
1,266	1,185	1,229	282	496	84	...	154	...	776	496	31	...	3	
46	40	9	48	25	...	...	...	...	...	45	3	...	...	Vernacular.
46	40	9	48	25	...	...	...	...	...	45	3	...	...	

FORM

Statistical Return of **SECONDARY SCHOOLS,** (*English and Vernacular*) *for* **GIRLS,**

English.

Divisions.	Districts.	Class of Institutions.	Expenditure. Provincial revenues.	Local rates or cesses.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
	1	2	9a.	9b.	9c.	9d.	9e.	9f.	9
		Aided by Department.							
Oudh.	Lucknow ...	Anglo-Vernacular Girls' School, Lal Bagh ...	1,200	...	...	274	...	2,990	4,464
		Aided by Local Fund Board.							
		La Martiniere Girl's School ...	...	3,516	...	1,758	1,007	1,360	7,641
		Total ...	1,200	3,516	...	2,032	1,007	4,350	12,105
N.-W. P. & Oudh.		Total Aided by Department ..	16,200	...	360	33,937	...	45,716	96,213
		Total Aided by Local Fund Boards.	...	18,156	150	16,531	2,312	21,153	58,302
		Total Unaided ...	...	...	...	...	1,400	...	1,400
		GRAND TOTAL, ENGLISH, N.-W. P. AND OUDH.	16,200	18,156	510	50,468	3,712	66,869	155,915
		VERNACULAR.							
Kumaun.	Garhwál ...	Aided by Local Fund Board ...	...	540	...	...	...	540	1,080
		N.-W. P. AND OUDH, GRAND TOTAL.	...	540	...	...	...	540	1,080

Verna-cular.

No. 5.—(*concluded.*)

under **PRIVATE MANAGEMENT**, *aided and unaided, for the official year* 1884-85.

	Examinations.										
	Matriculation or equivalent examination.			*Middle-class or Public Service certificate examination.*			*Upper primary examination.*		*Lower primary examination.*		
	Average number on the class roll monthly during the year.	Number of pupils sent up for examination.	Number passed.	Average number on the class roll monthly during the year.	Number of pupils sent up for examination.	Number passed.	Average number on the class roll monthly during the year.	Number passed.	Average number on the class roll monthly during the year.	Number passed.	Remarks.
	10*a*.	10*b*.	10*c*.	11*a*.	11*b*.	11*c*.	12*a*.	12*b*.	13*a*.	13*b*.	14
English.	2	2	...	...	...	...	15	13	10	8	*N. B.*—Boys in Girls' Schools = 12.
	...	...	...	...	...	...	13	8	11	7	
	2	2	...	...	...	...	28	21	21	15	
Vernacular.	18	9	1	39	...	...	81	55	70	37	
	5	5	...	6	...	...	61	34	72	56	
	...	...	...	5	2	2	...	...	...	...	
	23	14	1	50	2	2	142	89	142	93	
	...	...	...	2	2	...	6	3	5	2	
	...	...	...	2	2	...	6	3	5	2	

E. WHITE, C.S.,
Director of Public Instruction, N.-W. P. and Oudh.

FORM

Statistical return of **PRIMARY SCHOOLS** *for* **BOYS**, *under*

English.

Divisions.	Districts.	Class of Institutions.	Number of institutions.	Number of scholars on the rolls on 31st March, 1885. Upper primary stage.	Lower Primary Stage. Reading printed books.	Lower Primary Stage. Not reading printed books.	Total.
	1	2	3	4a.	4b.	4c.	4
		ENGLISH SCHOOLS.					
MEERUT.	Sahéranpur ...	Maintained by Municipal Board,	1	...	28	...	28
	Muzaffarnagar ...	Ditto	2	9	50	...	59
	Meerut ...	Ditto	2	21	32	5	58
	Aligarh ...	Ditto	1	6	61	...	67
		Total ...	6	36	171	5	212
ROHILKHAND.	Moradabad ...	Maintained by Municipal Board,	1	43	59	...	102
	Budaun ...	Ditto	1	2	26	8	36
	Bareilly ...	Ditto	2	28	303	...	331
		Total ...	4	73	388	8	469
OUDH.	Bara Banki ...	Maintained by Local Fund Board,	2	...	197	...	197
	Unao ...	Ditto	1	...	96	...	96
	Sitapur ...	Ditto	4	...	206	...	206
	Hardoi ...	Ditto	1	...	94	...	94
	Kheri ...	Ditto	1	...	60	...	60
	Fyzabad ...	Ditto	4	...	577	...	577
	Gonda ...	Ditto	2	...	183	...	183
	Bahraich ...	Ditto	2	...	141	...	141
	Rae Bareli ...	Ditto	3	...	178	...	178
	Sultanpur ...	Ditto	1	...	58	...	58
	Partabgarh ...	Ditto	1	...	55	...	55
		Total ...	22	...	1,845	...	1,845
		Total, Maintained by Municipal Boards.	10	109	559	13	681
		Total, Maintained by Local Fund Boards.	22	...	1,845	...	1,845
		GRAND TOTAL, N.-W. P. AND OUDH.	32	109	2,404	13	2,526

No. 6.

PUBLIC MANAGEMENT, *for the official year* 1884-85.

English.

Average number on the rolls monthly during the year.	Average daily attendance.	Number of scholars on 31st March 1885, learning English.	Hindi.	Kaithi.	Urdu.	Latin.	Arabic.	Persian.	Sanskrit.
5	6	7a.	7b.	7c.	7d.	7e.	7f.	7g.	7h.
26	14	28	...	...	...	...	...	...	...
28	21	59	...	...	...	...	...	...	...
53	45	58	...	...	53	...	...	...	...
50	35	67	...	...	67	...	...	...	...
157	115	212	...	...	120	...	...	...	...
99	84	102	...	...	102	...	...	...	...
35	32	36	...	...	36	...	...	...	...
300	261	331	5	...	255	...	...	71	...
434	377	469	5	...	393	...	...	71	...
185	161	23	85	...	112	...	...	14	...
94	84	31	...	...	65	...	...	26	...
198	174	29	18	...	188	...	...	73	...
87	79	16	34	...	60	...	...	...	...
54	46	23	2	...	56	...	...	15	...
473	407	65	30	...	552	...	...	3	...
174	149	21	24	...	144	...	...	50	...
135	110	39	...	...	141	...	...	31	...
175	159	35	...	...	176	...	...	21	...
53	45	13	7	...	51	...	...	...	...
52	46	13	...	...	42	...	...	...	...
1,680	1,460	308	200	...	1,591	...	...	233	...
591	492	681	5	...	513	...	...	71	...
1,680	1,460	308	200	...	1,591	...	...	233	...
2,271	1,952	989	205	...	2,104	...	...	304	...

FORM

Statistical return of **PRIMARY SCHOOLS** *for* **BOYS**, *under*

English.

Divisions.	Districts.	Class of Institutions.	Classification according to race or creed of the scholars on 31st March, 1885.					Expen		
			Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.	Provincial Revenues.	Local rates or cesses.	Municipal Funds.
	1	2	8a.	8b.	8c.	8d.	8e.	9a.	9b.	9c.
		English Schools.								
Meerut.	Saháranpur ...	Maintained by Municipal Board.	...	...	25	3	...	...	...	460
	Muzaffarnagar,	Ditto ...	...	...	34	25	...	...	...	520
	Meerut ...	Ditto ...	...	...	49	9	...	...	...	733
	Aligarh ...	Ditto ...	...	...	48	19	...	...	...	180
		Total ...	...	...	156	56	...	...	...	1,893
Rohilkhand.	Moradabad ...	Maintained by Municipal Board.	...	...	51	51	...	...	...	600
	Budaun ...	Ditto ...	...	...	27	9	...	...	...	441
	Bareilly ...	Ditto ...	...	3	238	90	...	...	1,380	1,114
		Total ...	...	3	316	150	...	...	1,380	2,155
Oudh.	Bara Banki ...	Maintained by Local Fund Board.	...	...	153	44	...	...	180	240
	Unao ...	Ditto ...	...	...	44	52	...	...	360	...
	Sitapur ...	Ditto ...	...	...	136	70	...	...	298	312
	Hardoi ...	Ditto ...	...	4	74	14	2	...	107	138
	Kheri ...	Ditto ...	...	...	54	6	...	...	80	50
	Fyzabad ...	Ditto ...	...	1	403	169	4	...	650	480
	Gonda ...	Ditto ...	...	...	143	40	...	...	216	300
	Bahraich ...	Ditto ...	...	...	46	95	...	...	168	240
	Rae Bareli ...	Ditto ...	...	...	95	83	...	...	363	324
	Sultanpur ...	Ditto ...	...	...	45	13	...	...	59	180
	Partabgarh ...	Ditto ...	...	...	39	16	...	...	120	...
		Total ...	...	5	1,232	602	6	...	2,591	2,264
		Total, Maintained by Municipal Boards.	...	3	472	206	...	...	1,380	4,048
		Total, Maintained by Local Fund Boards.	...	5	1,232	602	6	...	2,591	2,264
		GRAND TOTAL, N.-W. P. AND OUDH.	...	8	1,704	808	6	...	3,971	6,312

No. 6.

PUBLIC MANAGEMENT, *for the official year* 1884-85.

English.

DITURE.				EXAMINATIONS.				
				Upper Primary.		*Lower Primary.*		
Fees.	Subscriptions.	Endowments and other sources.	Total.	Number of pupils in the class at the time of examination.	Number passed.	Number of pupils in the highest class of the Lower Primary section at the time of examination.	Number passed.	Remarks.
9d.	9e.	9f.	9	10a.	10b.	11a.	11b.	12
39	...	...	499	...	...	7	6	
31	...	...	551	7	1	2	1	
43	192	...	968	12	5	11	5	
48	156	...	384	6	...	9	...	
161	348	...	2,402	25	6	29	12	
177	...	...	777	43	31	52	40	
53	...	...	494	2	2	3	2	
657	...	...	3,151	27	17	31	25	
887	...	...	4,422	72	50	86	67	
161	...	...	581	...	...	25	23	
37	...	...	397	...	...	18	17	
131	...	...	741	...	...	36	30	
104	...	...	349	...	...	15	13	
80	...	...	210	...	...	13	11	
692	...	...	1,822	...	...	62	62	
140	...	...	656	...	...	17	19	
52	...	...	460	...	...	25	17	
132	...	...	809	...	...	...	...	
16	...	...	255	...	...	14	13	
49	...	...	169	...	...	...	...	
1,594	...	...	6,449	...	...	224	205	
1,048	348	...	6,824	97	56	115	79	
1,594	...	...	6,449	...	...	224	205	
2,642	348	...	13,273	97	56	339	284	

E. WHITE, C.S.,

Director of Public Instruction, N.-W. P. and Oudh.

FORM

Statistical Return of **PRIMARY SCHOOLS** *for* **BOYS**, *under*

Vernacular.

Divisions.	Districts.	Class of Institutions.	Number of institutions.	Number of scholars on the rolls on 31st March, 1885. Upper primary stage.	Lower primary stage. Reading printed books.	Lower primary stage. Not reading printed books.	Total.
	1	2	3	4a	4b	4c	4
		Vernacular.					
MEERUT.	Dehra Dún ...	Maintained by Local Fund Board,	22	132	410	115	657
		Ditto Municipal Board...	2	8	56	18	82
		Total ...	24	140	466	133	739
	Saháranpur ...	Maintained by Local Fund Board,	114	250	3,051	...	3,301
		Ditto Municipal Board...	4	14	129	...	143
		Total ...	118	264	3,180	...	3,444
	Muzaffarnagar ...	Maintained by Local Fund Board,	99	380	2,608	105	3,093
		Ditto Municipal Board...	1	3	10	...	13
		Total ...	100	383	2,618	105	3,106
	Meerut ...	Maintained by Local Fund Board,	170	752	2,600	2,232	5,584
		Ditto Municipal Board ..	8	7	122	162	291
		Total ...	178	759	2,722	2,394	5,875
	Bulandshahr ...	Maintained by Local Fund Board,	99	593	2,006	863	3,462
		Ditto Municipal Board...	2	7	36	18	61
		Total ...	101	600	2,042	881	3,523
	Aligarh ...	Maintained by Local Fund Board,	163	911	2,598	1,065	4,574
		Ditto Municipal Board...	5	...	123	18	141
		Total ...	168	911	2,721	1,083	4,715
		Total, maintained by Local Fund Boards.	667	3,018	13,273	4,380	20,671
		Total, maintained by Municipal Boards.	22	39	476	216	731
		GRAND TOTAL ...	**689**	**3,057**	**13,749**	**4,596**	**21,402**
AGRA.	Muttra ...	Maintained by Local Fund Board,	117	639	1,335	1,762	3,736
		Ditto Municipal Board,	3	6	30	74	110
		Total ...	120	645	1,365	1,836	3,846
	Agra ...	Maintained by Local Fund Board,	177	1,009	3,100	282	4,391
		Ditto Municipal Board,	1	19	52	17	88
		Total ...	178	1,028	3,152	299	4,479
	Etáwah ...	Maintained by Local Fund Board,	105	688	1,779	457	2,924
		Ditto Municipal Board,	3	...	84	45	129
		Total ...	108	688	1,863	502	3,053
	Etah ...	Maintained by Local Fund Board,	107	797	1,606	979	3,382
		Ditto Municipal Board,	4	...	91	53	144
		Total ...	111	797	1,697	1,032	3,526
	Mainpuri ...	Maintained by Local Fund Board,	90	518	2,051	...	2,569
		Ditto Municipal Board,	1	7	33	...	40
		Total ...	91	525	2,084	...	2,609
	Farrukhabad ...	Maintained by Local Fund Board,	121	874	2,149	652	3,675
		Ditto Municipal Board,	1	15	27	8	50
		Total ...	122	889	2,176	660	3,725
		Total, maintained by Local Fund Boards.	717	4,525	12,020	4,132	20,677
		Ditto by Municipal Boards,	13	47	317	197	561
		GRAND TOTAL ...	**730**	**4,572**	**12,337**	**4,329**	**21,238**
ROHILKHAND.	Bijnor ...	Maintained by Local Fund Board,	96	464	879	1,840	3,183
	Moradabad ...	Ditto ditto ...	105	356	1,798	940	3,104
		Ditto Municipal Board,	9	13	189	107	309
		Total ...	114	379	1,987	1,047	3,413
	Budaun ...	Maintained by Local Fund Board,	105	583	1,606	594	2,783
		Ditto Municipal Board,	2	22	55	32	109
		Total ...	107	605	1,661	626	2,892

No. 6.—(*continued*).

PUBLIC MANAGEMENT, *for the official year* 1884-85.

Average number on the rolls monthly during the year.	Average daily attendance.	Number of scholars on 31st March, 1885, learning							Vernacular.
		English.	Hindi.	Kaithi.	Urdu.	Latin.	Arabic.	Persian.	Sanskrit.
5	6	7a	7b	7c	7d	7e	7f	7g	7h
634	482	...	552	...	105	...	...	14	...
78	54	...	45	...	39	...	...	3	...
712	536	...	597	...	144	...	...	17	...
2,965	2,548	...	502	...	2,799	...	...	...	...
135	117	...	...	...	143	...	...	...	...
3,100	2,665	...	502	...	2,942	...	...	.	..
3,059	2,413	...	718	...	2 375	...	...	1,220	...
15	12	...	...	...	...	...	...	..	13
3,074	2,425	...	718	.	2,375	...	...	1,220	13
5,297	4,279	...	2,546	...	3,038	...	...	...	...
268	227	...	199	...	92	...	...	...	..
5,565	4,506	...	2,745	...	3,130	..	-	...	...
3,408	2,852	...	1,756	...	1,706	...	...	...	...
60	51	...	44	...	17	...	...	...	...
3,468	2,903	...	1,800	...	1,723	...	...	...	...
4,432	3,532	...	3,975	...	599	...	...	..	...
143	119	...	73	...	68	...	...	...	...
4,575	3,651	...	4,048	..	667	...		...	...
19,795	16,106	...	10,049	...	10,622	...	...	1,234	...
699	580	...	361	...	359	...	...	3	13
20,494	**16,686**	...	**10,410**	...	**10,981**	...	...	**1,237**	**13**
3,289	2,790	...	3,726	...	81	...	...	9	...
103	82		108	...	2	...	...	...	...
3,392	2,872	...	3,834	...	83	...	...	9	...
4,164	3,130	...	4,386	...	1	...	...	4	...
89	71	38	55	..	31	...	...	...	...
4,253	3,201	38	4,441	...	32	...	...	4	...
2,834	2,180	...	2,924	...	30	...	...	...	...
132	109	...	129	...	...	...	...	...	...
2,966	2,289	...	3,053	..	30	...	...	...	..
3,431	2,433	...	2,930	...	452	...	...	145	...
140	111	...	119	...	28	...	...	5	...
3,571	2,544	...	3,049	.	480		...	150	...
2,417	2,021	...	2,276	...	293	...	...	152	...
34	30	...	40	...	...	...	...	...	
2,451	2,051	...	2,316	...	293	...	...	152	..
3,650	2,824	...	3,422	...	113	...	...	140	...
50	46	...	20	...	30	...	...	...	..
3,700	2,870	..	3,442	...	143	...	...	140	..
19,785	15,378	...	19,664	...	970	...	...	450	...
548	449	38	471	...	91	...	...	5	...
20,333	**15,827**	**38**	**20,135**	...	**1,061**	...	...	**455**	...
3,099	2,648	...	328	.	2,855	...	...	1,307	
2,952	2,313	...	555	...	2,549	...	...	611	...
295	232	...	64	...	221	...	12	55	12
3,247	2,545	.	619	...	2,770	...	12	666	12
2,784	2,129	...	788	...	1,995	...	...	739	...
114	96	...	1	.	108	...	..	54	...
2,898	2,225	...	789	...	2,103	...	...	793	...

FORM

Statistical Return of **PRIMARY SCHOOLS** *for* **BOYS**, *under* **PUBLIC**

Vernacular.

Divisions.	Districts.	Class of Institutions	Classification according to race or creed of the scholars on 31st March, 1885.					Expen	
			Europeans and Eurasians.	Native Christians	Hindus.	Muhammadans.	Others.	Provincial revenues.	Local rates or cesses.
	1	2	8a	8b	8c	8d	8e	9a	9b
		Vernacular.						Rs	Rs.
Meerut.	Dehra Dún ...	Maintained by Local Fund Board,	...	...	618	39	...	...	2,344
		Ditto Municipal Board...	...	...	67	15	...	...	...
		Total ...	..		685	54	...	.	2,344
	Sahárnpur ...	Maintained by Local Fund Board,	...	...	1,894	1,407	...	...	9,409
		Ditto Municipal Board .	...	...	104	39	...	...	...
		Total ...	...	...	1,998	1,446	..	...	9,409
	Muzaffarnagar,	Maintained by Local Fund Board,	...	...	2,178	915	...	...	10,432
		Ditto Municipal Board ..	...	...	13	...	..	...	...
		Total ...	...	...	2,191	915	.	...	10,432
	Meerut ...	Maintained by Local Fund Board,	...	...	4,419	1,165	...	...	17,965
		Ditto Municipal Board ..	..	...	236	55	...	...	.
		Total ...	...	...	4,655	1,220	...	...	17,965
	Bulandshahr,	Maintained by Local Fund Board,	...	...	2,882	580	...	...	11,130
		Ditto Municipal Board ..	...	...	56	5	...	...	...
		Total ...	...	...	2,938	585	...	...	11,130
	Aligarh ...	Maintained by Local Fund Board,	...	...	4,279	295	...	...	18,803
		Ditto Municipal Board ..	...	...	85	56	...	...	...
		Total ...	...	...	4,364	351	...	...	18,803
		Total, Maintained by Local Fund Boards	...	...	16,270	4,491	...	...	70,083
		Total, Maintained by Municipal Boards.	...	...	561	170	...	...	...
		GRAND TOTAL ...	...	...	**16,831**	**4,571**	...	...	**70,083**
Agra.	Muttra ...	Maintained by Local Fund Board,	...	...	3 620	116	...	...	12,202
		Ditto Municipal Board,	...	.	108	2	...	...	...
		Total ...	..	..	3,728	118	...	...	12,202
	Agra ...	Maintained by Local Fund Board,	...	...	4,264	127	...	...	15,544
		Ditto Municipal Board,	...	...	82	6	...	...	...
		Total ...	...	..	4,346	133	.	...	15,544
	Etáwah ...	Maintained by Local Fund Board,	..	...	2,834	90	...	...	9,775
		Ditto Municipal Board,	...	..	128	1	...	.	...
		Total ...	...	...	2,962	91	...	...	9,775
	Etah ...	Maintained by Local Fund Board,	...	...	3,116	266	...	...	9,147
		Ditto Municipal Board,	...	...	124	20	...	...	...
		Total ...	...	.	3,240	286	.	...	9,147
	Mainpuri ...	Maintained by Local Fund Board,	...	...	2,392	177	...	...	9,551
		Ditto Municipal Board,	...	...	40	..	...	...	...
		...	...	...	2,432	177	...	...	9 551
	Farukhabad ..	Maintained by Local Fund Board,	...	...	3,448	227	...	...	11,488
		Ditto Municipal Board,	...	...	40	10	...	...	...
		Total ..	..	..	3,488	237	..	...	11,488
		Total, Maintained by Local Fund Boards	...	...	19,674	1,003	...	...	67,707
		Total Maintained by Municipal Boards.		...	522	39	...	...	...
		GRAND TOTAL ...	...	...	**20,196**	**1,042**	...	...	**67,707**
Rohilkhand.	Bijnor ...	Maintained by Local Fund Board,	...	...	1,919	1,264	..	...	9,840
	Moradabad ...	Ditto ditto ...	...	...	1,873	1,234	...	.	12,950
		Ditto Municipal Board,	...	.	140	169	...	..	...
		Total ...	.	...	2,013	1,400	...	...	12,950
	Budaun ...	Maintained by Local Fund Board,	...	...	2,249	534	...	...	11,134
		Ditto Municipal Board,	...	...	34	75	...	..	..
		Total ...	...	...	2,283	609	...	...	11,134

N o. 6.—(*continued*)

MANAGEMENT, *for the official year* 1884-85.

Vernacular.

DITURE.					Examination.				
					Upper primary		*Lower primary.*		
Municipal funds.	Fees.	Subscriptions.	End wments and other sources.	Total.	Number of pupils in the class at the time of examination.	Number passed.	Number of pupils in the highest class of the Lower Primary section at the time of examination.	Number passed	Remarks.
9c	9d	9e	9f	9	10a	10b	11a	11b	12
Rs	Rs.	Rs.	Rs.	Rs.					
12	...	...	...	2,356	51	30	100	54	
350	..	...	...	350	...	...	9	5	
362		...	..	2,706	51	30	109	59	
...	31	...	...	9,440	53	21	361	199	
261	..	180	...	441	2	.	28	20	
261	31	180	...	9,881	55	21	389	219	
...	...	...	...	10,432	123	47	325	183	
165	..	...	...	165	...	...	1	...	
165	...	...	...	10,597	123	47	326	183	
...	350	...	...	18,315	205	63	629	218	
1,013	...	...	..	1,013	...	...	21	4	
1,013	350	..	...	19,328	205	63	650	222	
...	...	...	...	11,130	183	68	553	233	
219	...	...	...	219	...	...	8	6	
219	...	...	...	11,349	183	68	561	239	
..	44	...	...	18,647	355	148	659	374	
596	...	...	...	596	.	...	20	9	
596	44	...	...	19,443	355	148	679	383	
12	425	...	...	70,520	970	377	2,627	1,261	
2,604	..	180	...	2,784	2	...	87	44	
2,616	425	180	...	73,304	972	377	2,714	1,305	
...	...	...	...	12,202	177	88	698	385	
309	31	...	...	340	1	...	14	4	
309	31	...	...	12 542	178	88	712	389	
...	...	...	...	15,544	244	138	506	247	
356	207	...	...	563	4	3	13	9	
356	207	...	...	16,107	248	141	519	256	
...	...	...	...	9,775	230	159	434	321	
363	...	...	.	363	...	...	25	16	
363	...	...	..	10,138	230	159	459	337	
...	25	174	...	9,346	242	130	621	367	
448	...	...	...	448	...	...	34	27	
448	25	174	...	9,794	242	130	655	394	
...	309	18	..	9,876	134	77	419	224	
96	...	...		96	...	...	7	7	
96	309	18	...	9,974	134	77	426	231	
...	..	...	...	11,488	295	168	675	461	
195	...	—	...	195	4	3	8	8	
195	.	...	..	11,683	299	171	683	469	
...	334	192	...	68,233	1,322	760	3,353	2,005	
1,767	238	...	...	2,005	9	6	101	71	
1,767	572	192	...	70,238	1,331	766	3,454	2,076	
...	..	...	...	9,840	205	142	405	282	
...	...	...	...	12,950	168	110	446	219	
1,129	...	...	...	1,129	5	1	64	40	
1,129	..	...	..	14,079	173	111	510	259	
76	36	...	...	11,246	158	89	291	181	
240	19	...	..	259	...	...	10	7	
316	55	...	...	11,505	158	89	301	188	

FORM

Statistical Return of **PRIMARY SCHOOLS** *for* **BOYS**, *under*

Vernacular

Divisions.	Districts	Class of Institutions.	Number of institutions.	Number of scholars on the rolls on 31st March, 1885 — Upper primary stage.	Lower Primary Stage. — Reading printed books.	Lower Primary Stage. — Not reading printed books.	Total.
	1	2	3	4a.	4b.	4c.	4
Rohilkhand.	Bareilly ...	Maintained by Local Fund Board,	114	411	3,102	306	3,819
	Pilibhít ...	Ditto ditto ...	51	221	783	684	1,688
		Ditto Municipal Board,	5	52	55	54	161
		Total ...	56	273	838	738	1,849
	Sháhjahánpur ...	Maintained by Local Fund Board,	97	247	2,127	465	2,839
		Ditto Municipal Board,	6	...	215	60	275
		Total ...	103	247	2,342	525	3,114
		Total, Maintained by Local Fund Boards.	568	2,292	10,295	4,829	17,416
		Total, Maintained by Municipal Boards.	22	87	514	253	854
		GRAND TOTAL ...	**590**	**2,379**	**10,809**	**5,082**	**18,270**
Allahabad.	Allahabad ...	Maintained by Local Fund Board,	125	763	2,093	866	3,722
		Ditto Municipal Board ..	5	10	147	71	228
		Total ...	130	773	2,240	937	3,950
	Fatehpur ...	Maintained by Local Fund Board	83	347	1,644	1,031	3,022
		Ditto Municipal Board ...	1	12	50	14	76
		Total ...	84	359	1,694	1,045	3,098
	Cawnpore ...	Maintained by Local Fund Board,	150	798	3,055	768	4,621
		Ditto Municipal Board ...	4	35	97	45	177
		Total ...	154	833	3,152	813	4,798
	Hamírpur ...	Maintained by Local Fund Board,	66	611	1,035	566	2,212
	Bánda ...	Ditto Local Fund Board,	125	720	3,090	...	3,810
		Ditto Municipal Board ...	3	14	81	..	95
		Total ...	128	734	3,171	...	3,905
	Jaunpur ...	Maintained by Local Fund Board,	123	1,058	2,497	1,357	4,912
		Ditto Municipal Board ...	6	...	149	124	273
		Total ...	129	1,058	2,646	1,481	5,185
		Total, Maintained by Local Fund Boards.	672	4,297	13,414	4,588	22,299
		Ditto Municipal Boards .	19	71	524	254	849
		GRAND TOTAL ...	**691**	**4,368**	**13,938**	**4,842**	**23,148**
Benares.	Azámgarh ..	Maintained by Local Fund Board,	140	911	5,220	...	6,131
		Ditto Municipal Board,	1	4	36	...	40
		Total ...	141	915	5,256	...	6,171
	Benares ...	Maintained by Local Fund Board,	88	576	2,509	393	3,478
		Ditto Municipal Board,	7	21	276	28	325
		Total ...	95	597	2,785	421	3,803
	Ballia ...	Maintained by Local Fund Board,	79	581	2,582	410	3,573
	Basti ...	Ditto ditto ...	115	488	2,525	1,160	4,173
	Gorakhpur ...	Ditto ditto ...	166	1,071	3,676	1,552	6,299
		Ditto Municipal Board,	5	21	134	76	231
		Total ...	171	1,092	3,810	1,628	6,530
	Gházipur ...	Maintained by Local Fund Board,	102	615	3,097	42	3,754
		Ditto Municipal Board,	2	...	66	62	128
		Total ...	104	615	3,163	104	3,882
	Mirzapur ...	Maintained by Local Fund Board,	102	463	1,932	956	3,351
		Ditto Municipal Board,	6	12	179	73	264
		Total ...	108	475	2,111	1,029	3,615
		Total, Maintained by Local Fund Boards	792	4,705	21,541	4,513	30,759
		Total, Maintained by Municipal Boards.	21	58	691	239	988
		GRAND TOTAL ...	**813**	**4,763**	**22,232**	**4,752**	**31,747**

No. 6.—(*continued*).

PUBLIC MANAGEMENT, *for the official year* 1884-85—(continued).

Vernacular.

Average number on the rolls monthly during the year.	Average daily attendance.	Number of scholars on 31st March, 1885, learing English.	Hindi.	Kaithi.	Urdu.	Latin.	Arabic.	Persian.	Sanskrit.
5	6	7a.	7b.	7c	7d.	7e.	7f.	7g.	7h.
3,794	2,889	...	930	...	2,889	...	...	1,085	...
1,672	1,490	...	697	...	991	...	...	191	...
159	128	...	27	...	46	...	24	32	32
1,831	1,618	...	724	...	1,037	...	24	223	32
2,717	2,233	...	1,942	...	897	...	...	...	...
283	223	...	121	...	108	...	...	...	46
3,000	2,456	...	2,063	...	1,005	...	...	...	46
17,018	13,702	...	5,240	...	12,176	...	...	3,833	...
851	679	...	213	...	483	...	36	141	90
17,869	**14,381**	...	**5,453**	...	**12,659**	...	**36**	**3,974**	**90**
3,521	3,068	...	1,949	...	1,773	...	...	...	...
219	191	...	215	...	13	...	...	...	...
3,740	3,259	...	2,164	...	1,786	...	...	...	...
2,853	2,232	...	2,755	...	267	...	...	...	...
83	68	...	44	...	32	...	...	...	...
2,936	2,300	...	2,799	...	299	...	...	...	...
4,604	3,709	...	4,591	...	30	...	...	...	...
171	148	...	168	...	9	...	...	...	...
4,775	3,857	...	4,759	...	39	...	...	...	...
2,200	1,694	...	2,114	...	98	...	...	...	...
3,161	2,868	...	3,624	...	186	...	...	...	...
76	62	...	62	...	33	...	...	...	...
3,237	2,930	...	3,686	...	219	...	...	...	...
4,700	4,058	...	4,566	...	346	...	...	...	...
269	224	...	259	...	...	...	...	14	...
4,969	4,282	...	4,825	...	346	...	...	14	...
21,039	17,629	...	19,599	...	2,700	...	...	...	...
818	693	...	748	...	87	...	...	14	...
21,857	**18,322**	...	**20,347**	...	**2,787**	...	...	**14**	...
5,632	3,548	...	4,994	...	930	...	2	441	17
23	29	...	...	...	40	...	...	40	...
5,655	3,577	...	4,994	...	970	...	2	481	17
3,250	2,756	...	3,374	...	104	...	...	...	...
324	285	...	270	55	...	...	...	...	...
3,574	3,041	...	3,644	55	104	...	...	...	...
3,277	2,937	...	3,181	156	236	...	...	112	3
4,190	3,373	...	3,692	...	481	...	...	...	...
6,254	5,299	...	5,444	...	855	...	...	...	...
221	185	...	196	...	35	...	...	...	...
6,475	5,484	...	5,640	...	890	...	...	...	...
3,164	3,164	...	3,175	...	549	...	...	30	...
78	78	...	73	...	55	...	...	...	...
3,242	3,242	...	3,248	...	604	...	...	30	...
3,197	2,717	...	3,125	...	226	...	...	...	...
243	220	...	254	...	10	...	...	...	...
3,440	2,937	...	3,379	...	236	...	...	...	...
28,964	23,794	...	26,985	156	3,381	...	2	583	20
889	797	...	793	55	140	...	...	40	...
29,853	**24,591**	...	**27,778**	**211**	**3,521**	...	**2**	**623**	**20**

FORM

Statistical return of **PRIMARY SCHOOLS** *for* **BOYS**, *under*

Vernacular.

Divisions.	Districts.	Class of Institutions.	Classification according to race or creed of the scholars on 31st March, 1885					Expen	
			Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.	Provincial revenues.	Local rates or cesses.
	1	2	8a.	8b.	8c	8d.	8e.	9a	9b.
								Rs	Rs.
Rohilkhand.	Bareilly ...	Maintained by Local Fund Board,	...	...	2,659	1,160	.	...	11,736
	Pilibhit ...	Ditto ditto ...	...	...	1,249	439	...	...	4,766
		Ditto Municipal Board,	...	...	109	52	...	...	-
		Total ...	...	...	1,358	491	...	..	4,766
	Shahjahánpur,	Maintained by Local Fund Board,	...	...	2,633	206	...	...	9,423
		Ditto Municipal Board,	...	...	187	88	...	...	...
		Total ..	..	...	2,820	294	...	...	9,423
		Total, Maintained by Local Fund Boards.	...	...	12,582	4,834	...	...	59,849
		Total, Maintained by Municipal Boards.	...	...	470	384	...	...	.
		GRAND TOTAL ...	...	...	**13,052**	**5,218**	...	...	**59,849**
Allahabad.	Allahabad ...	Maintained by Local Fund Board	...	...	2,462	1,260	...	...	1,7606
		Ditto Municipal Board ...	...	...	221	7	...	...	...
		Total ...	...	...	2,683	1,267	...	...	17,606
	Fatehpur ...	Maintained by Local Fund Board,	...	...	2,756	266	...	...	8,415
		Ditto Municipal Board ...	...	...	47	29	...	...	...
		Total ...	...	...	2,803	295	...	...	8.415
	Cawnpore ...	Maintained by Local Fund Board	...	...	4,501	120	...	...	16,101
		Ditto Municipal Board ...	...	...	160	17	..	...	..
		Total ...	..	...	4,661	137	...	...	16,101
	Hamirpur ...	Maintained by Local Fund Board,	...	...	2,094	118	..	...	7,873
	Banda ...	Ditto ditto ..	..	...	3,523	287	...	...	12,271
		Ditto Municipal Board ...	...	...	73	22	...	...	...
		Total ...	...	..	3,596	309	...	...	12,271
	Jaunpur ...	Maintained by Local Fund Board,	...	...	4,649	263	...	...	11,990
		Ditto Municipal Board ...	...	.	248	25	...	...	...
		Total ...	...	..	4,897	288	...		11,990
		Total, Maintained by Local Fund Boards.	...	...	19,985	2,314	...	...	74,256
		Municipal Boards ...	...	...	749	100	..	...	...
		GRAND TOTAL ...	...	...	**20,734**	**2,414**	...	...	**74,256**
Benares	Azamgarh ...	Maintained by Local Fund Board,	...	...	5,371	760	...	...	15,854
		Ditto Municipal Board,	...	...	17	23	...	...	...
		Total ...	...	..	5,388	783		...	15,854
	Benares ...	Maintained by Local Fund Board,	...	...	3,347	131	...	...	7,510
		Ditto Municipal Board,	...	...	317	8	...	...	...
		Total ...	...	...	3 664	139	...	...	7,510
	Ballia ...	Maintained by Local Fund Board,	...	..	3,352	221	..	...	7,596
	Basti ...	Ditto ditto ...	...	...	3,918	255	...	...	10,514
	Gorakhpur...	Ditto ditto ...	...	...	6,037	262	..	...	13,882
		Ditto Municipal Board,	...	...	184	47	...	...	...
		Total ...	...		6,221	309	.	...	13,882
	Gházipur ...	Maintained by Local Fund Board,	...	...	3,344	410	...	...	8,924
		Ditto Municipal Board,	...	...	73	55	...	...	...
		Total ...	...	...	3,417	465	...	...	8,924
	Mirzapur ...	Maintained by Local Fund Board,	...	...	3,056	295	...	...	8,927
		Ditto Municipal Board,	...	..	258	6	.	...	...
		Total ...	...	...	3,314	301	...	...	8,927
		Total, Maintained by Local Fund Boards.	...	...	28,425	2,334	...	...	73,207
		Total, Maintained by Municipal Boards.		.	849	139	...	...	...
		GRAND TOTAL ...	...	.	**29,274**	**2,473**	...	...	**73,207**

N o. 6.—(*continued*).

PUBLIC MANAGEMENT, *for the official year* 1884-85.

DITURE.					Examinations				Vernacular
					Upper Primary.		*Lower Primary.*		
Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Number of pupils in the class at the time of examination.	Number passed.	Number of pupils in the highest class of the Lower Primary section at the time of examination	Number passed.	Remarks.
9c.	9d.	9e	9f.	9	10a.	10b.	11a.	11b	12.
Rs.	Rs.	Rs.	Rs.	Rs					
...	12	...	...	11,748	112	71	347	195	
...	...	...	...	4,766	56	24	177	110	
1,362	40	..	...	1,402	52	30	29	16	
1,362	40	.	.	6,168	108	64	206	126	
...	...	...	...	9,423	89	68	373	280	
1,443	...	...	...	1,443	...	...	57	32	
1,443	...	...	...	10,866	89	68	430	312	
76	48	...	...	59,973	788	514	2,039	1,267	
4,174	59	...	...	4,233	57	31	160	95	
4,250	107	...	...	64,206	845	545	2,199	1,362	
...	...	..	...	17,606	180	77	565	352	
600	...	...	.	600	...	...	...	...	
600	...	.		18,206	180	77	565	352	
...	...	...	...	8,415	120	41	403	158	
192	...	...	...	192	9	...	13	...	
192	..	..	...	8,607	129	41	416	158	
...	...	...	...	16,101	265	105	749	525	
709	...	..	...	709	14	6	26	12	
709	...	...	...	16,810	279	111	775	537	
..	...	...	-	7,873	177	97	392	246	
...	...	...	..	12,271	223	61	596	348	
524	...	...	...	524	3	3	14	11	
524	..	...	...	12,795	226	64	610	359	
..	...	...	—	11,990	335	128	726	381	
729	...	...	...	729	...	...	39	25	
729	.	...	...	12,719	335	128	765	406	
...	...	...	...	74,256	1,300	509	3,431	2,010	
2,754	...	.	..	2,754	26	9	92	48	
2,754	...	...	...	77,010	1,326	518	3,523	2,058	
...	...	..	...	15,854	325	100	620	264	
132	...	...	..	132		...	5	4	
132		..	...	15,986	325	100	625	268	
...	...	...	...	7,510	164	99	471	160	
852	...	.	..	852	3	...	64	21	
852	...		.	8,362	167	99	535	181	
50	...	108	100	7,854	148	85	615	353	
...	...	...	...	10,514	132	67	554	274	
..	...	...	...	13,882	306	115	1,069	302	
537	...	...	..	537	...	...	30	15	
537	...	...	.	14,419	306	115	1,099	317	
...	...	...	...	8,924	159	76	533	204	
230	..	...	...	230	...	...	4	2	
230	...		...	9,154	159	76	537	206	
...	...	..	933	9,860	457	188	502	216	
674	..	...	.	674	12	10	50	27	
674	...	...	933	10,534	469	198	552	243	
50	...	108	1,033	74,398	1,691	730	4,364	1,773	
2,425	..	..	...	2,425	15	10	153	69	
2,475	...	108	1,033	76,823	1,706	740	4,517	1,842	

FORM

Statistical Return of **PRIMARY SCHOOLS** *for* **BOYS**, *under*

Vernacular

Divisions.	Districts.	Class of Institutions.	Number of institutions.	Number of scholars on the rolls on 31st March, 1885. Upper primary stage.	Lower Primary Stage. Reading printed books.	Lower Primary Stage. Not reading printed books.	Total.
	1	1	3	4a	4b	4c	4
Jhánsi.	Jalaun ...	Maintained by Local Fund Board,	67	191	1,108	383	1,682
		Ditto Municipal Board,	3	4	51	74	129
		Total ...	70	195	1,159	457	1,811
	Jhánsi ...	Maintained by Local Fund Board,	47	198	818	454	1,470
		Ditto Municipal Board,	2	...	12	31	43
		Total ...	49	198	830	485	1,513
	Lalitpur ...	Maintained by Local Fund Board,	23	81	470	125	676
		Ditto Municipal Board,	1	...	32	3	35
		Total ...	24	81	502	128	711
		Total, Maintained by Local Fund Boards	137	470	2,396	962	3,828
		Total, Maintained by Municipal Boards.	6	4	95	108	207
		GRAND TOTAL ...	**143**	**474**	**2,491**	**1,070**	**4,035**
Kumaun.	Kumaun ...	Maintained by Local Fund Board,	110	434	3,275	2,561	6,270
	Garhwal ...	Ditto ditto ...	50	343	700	1,300	2,343
	Tarai ...	Ditto ditto ...	9	65	88	101	254
		Ditto Municipal Board,	1	...	9	36	45
		Total ..	10	65	97	137	299
		Total, Maintained by Local Fund Boards.	169	842	4,063	3,962	8,867
		Total, Maintained by Municipal Boards.	1	...	9	36	45
		GRAND TOTAL ...	**170**	**842**	**4,072**	**3,998**	**8,912**
Oudh.	Lucknow ...	Maintained by Local Fund Board,	70	607	1,837	...	2,444
	Bara Banki ...	Ditto ditto ...	115	1,147	4,876	...	6,023
	Unao ...	Ditto ditto ...	98	814	3,201	...	4,015
	Sitapur ...	Ditto ditto ...	114	735	3,379	...	4,114
	Hardoi ...	Ditto ditto ...	135	739	3,658	...	4,397
	Kheri ...	Ditto ditto ...	71	410	2,406	...	2,816
	Fyzabad ...	Ditto Department ...	1	..	47	...	47
		Ditto Local Fund Board,	73	913	2,534	...	3,447
		Total ...	74	913	2,581	.	3,494
	Gonda ...	Maintained by Local Fund Board,	101	797	2,595	...	3,392
	Bahraich ...	Ditto ditto ...	76	612	2,842	...	3,454
	Rae Bareli ...	Ditto ditto ...	116	1,225	3,557	...	4,782
	Sultanpur ...	Ditto ditto ...	86	922	2,865	...	3,787
	Partabgarh ...	Ditto ditto ...	74	917	2,165	...	3,082
		Total, Maintained by Department,	1	...	47	...	47
		Total, Maintained by Local Fund Boards.	1,129	9,838	35,915	...	45,753
		GRAND TOTAL ...	**1,130**	**9,838**	**35,962**	**...**	**45,800**
	N.-W. P. and Oudh.	Total, Maintained by Department,	1	...	47	...	47
		Ditto Local Fund Boards,	4,851	29,987	112,917	27,366	170,270
		Ditto Municipal Boards,	104	306	2,626	1,303	4,235
		GRAND TOTAL, N.-W. P. AND OUDH.	**4,956**	**30,293**	**115,590**	**28,669**	**174,552**

No. 6—(*continued.*)

PUBLIC MANAGEMENT, *for the official year* 1884-85.

Average number on the rolls monthly during the year.	Average daily attendance.	Number of scholars on 31st March, 1885, learning English	Hindi.	Kaithi.	Urdu.	Latin.	Arabic	Persian.	Sanskrit.	Vernacular.
5	6	7a	7b	7c	7d	7e	7f	7g	7h	
1,612	1,339	...	1,671	...	11	...	...	...	...	
128	102	..	109	...	20	...	...	..	...	
1,740	1,441		1,780	...	31	...	...	...	...	
1,394	1,089	...	1,456	...	14	..	...	...	...	
40	35	...	43	...	..	...	...	...	...	
1,434	1,124	...	1,499	...	14	..	..	...	...	
647	560	...	669	...	7	...	...	...	...	
38	31	...	35	..	...	...	...	...	..	
685	591	...	704	...	7	...	..	...	...	
3,653	2,988	...	3,796	...	32	...	...	...	...	
206	168	...	187	...	20	...	...	...	...	
3,859	3,156	...	3,983	...	52	...	...	...	...	
5,922	3,528	.	6,270		...	.	...	...	...	
2,157	1,448	.	2,312	...	..	...	...	.	31	
249	191	...	224	...	30	...	...	...	...	
52	45	...	43	...	2	...	...	..	...	
301	236	...	267	...	32	..	...	...	...	
8,328	5,167	...	8,806	...	30	...	...	...	31	
52	45	...	43	...	2	...	...	...	...	
8,380	5,212	...	8,849	...	32	...	...	...	31	
2,241	1,794	...	1,199	141	1,257	...	.	164	..	
5,740	4,740	...	1 867	631	3,519	...	...	841	...	
3,726	3,075	...	2,557	446	1,206	..	...	46	..	
3,998	3,191	...	2,610	586	1,324	..		89	...	
4,352	3,599	...	3,347	142	1,041	.	...	55	...	
2,632	2,212	...	1,791	502	1,346	...	...	75	...	
44	23	...	47	...	...	...	...	...	...	
3,250	2,621	...	1,978	464	1,595	...	...	117	...	
3,294	2,644	.	2,025	464	1,595	...	...	117	...	
3,285	2,735	...	1,748	468	1,616	.	...	92	...	
3,392	2,601	...	2,429	443	1,234	...	...	29	...	
4,678	3,774	...	2,956	311	1,733	...	...	140	...	
3,579	3,001		1,601	65	2,171	...	.	117	...	
2,836	2,627	...	1,724	143	1,309	...	...	...	...	
44	23	...	47	...	..	...	...		..	
43,709	35,970	...	25,732	4,522	19,351	...	...	1,765	...	
43,753	35,993	...	35,779	4,522	19,351	...	...	1,765	...	
44	23	...	47	...	...	...	...	...	...	
1,62,291	1,30,734	...	1,19,871	4,678	49,262	...	2	7,865	51	
4,063	3,411	38	2,816	55	1,182	...	36	203	103	
1,66,398	1,34,168	38	1,22,734	4,733	50,444	...	38	8,068	154	

FORM

Statistical Return of **PRIMARY SCHOOLS** *for* **BOYS**, *under*

Vernacular.

Divisions.	Districts.	Class of Institutions.	Classification according to race or creed of the scholars on 31st March, 1885.					Expen	
			Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.	Provincial revenues.	Local rates or cesses.
	1	2	8a.	8b.	8c.	8d.	8e.	9a.	9b.
								Rs.	Rs.
Jhánsi.	Jalaun ...	Maintained by Local Fund Board,	...	...	1,616	66	...	...	7,168
		Ditto Municipal Board ..	...	...	114	15	...	...	...
		Total ...	...	..	1,730	81	...	...	7,168
	Jhánsi ...	Maintained by Local Fund Board,	...	...	1,424	46	...	...	4,514
		Ditto Municipal Board ..	...	...	43	...	...	...	..
		Total ...	...	...	1,467	46	...	...	4,514
	Lalitpur ...	Maintained by Local Fund Board,	...	...	667	9	...	...	1,601
		Ditto Municipal Board...	...	...	35	...	...	...	...
		Total ...	...	...	702	9	...	...	1,601
		Total, maintained by Local Fund Boards.	...	...	3,707	121	...	..	13,283
		Total, maintained by Municipal Boards.	...	...	192	15	...	...	...
		GRAND TOTAL ...	...	...	**3,899**	**136**	...	...	**13,283**
Kumaun.	Kumaun ...	Maintained by Local Fund Board,	...	...	6,235	35	...		9,667
	Garhwál ...	Ditto ditto	...	...	2,337	6	...	...	3,630
	Tarái ..	Ditto ditto	...	...	218	36	...	...	828
		Maintained by Municipal Board,	...	...	43	2	...	..	...
		Total ...	...	...	261	38	...	...	828
		Total, Maintained by Local Fund Boards.	...	...	8,790	77	...	...	14,125
		Total, Maintained by Municipal Boards.	...	...	43	2	...	...	...
		GRAND TOTAL ...	..	...	**8,833**	**79**	...	...	**14,125**
Oudh.	Lucknow ...	Maintained by Local Fund Board,	...	...	1,888	555	1	...	7,794
	Bara Banki ...	Ditto ditto	...	...	4,037	1,986	...	...	14,691
	Unao ...	Ditto ditto	...	...	3,629	386	..	...	10,617
	Sitapur ...	Ditto ditto	...	...	3,448	666	...	...	10,695
	Hardoi ...	Ditto ditto	...	...	3,890	507	...	...	11,165
	Kheri ...	Ditto ditto	...	...	2,262	554	...	...	6,627
	Fyzabad	Ditto Department ...	...	...	47	...	...	186	...
		Ditto Local Fund Board ..	...	...	2,842	605	...	...	8,358
		Total ...	...	...	2,889	605	...	186	8,358
	Gonda ...	Maintained by Local Fund Board,	...	..	2,766	626	..	...	10,414
	Bahraich ...	Ditto ditto		...	2,897	557	...	...	8,528
	Rae Bareli ...	Ditto ditto	...	...	4,124	658	...	...	11,593
	Sultanpur ...	Ditto ditto	...	...	3,029	758	...	...	9,894
	Partábgarh ...	Ditto ditto	...	...	2,401	681	...	...	7,817
		Total, maintained by Department,	.		47	...	..	186	...
		Total, maintained by Local Fund Boards.	...	...	37,213	8,539	1	...	1,18,193
		GRAND TOTAL ...	...	...	**37,260**	**8,539**	**1**	**186**	**1,18,193**
	N.-W. P. and Oudh.	Total, maintained by Department,	...	...	47	...	...	186	...
		Ditto Local Fund Boards,	...	...	145,646	23,623	1	...	4,90,703
		Ditto Municipal Boards,	...	...	3,386	849	...	...	...
		GRAND TOTAL, N.-W. P. AND OUDH.	...	...	**150,079**	**24,472**	**1**	**186**	**4,90,703**

No. 6.—(*concluded*).

PUBLIC MANAGEMENT, *for the official year* 1884-85.

Vernacular.

DITURE.					EXAMINATIONS.				
					Upper Primary		*Lower Primary.*		
Municipal Funds.	Fees.	Subscriptions	Endowments and other sources.	Total.	Number of pupils in the class at the time of examination	Number passed.	Number of pupils in the highest class of the Lower Primary section at the time of examination.	Number passed.	Remarks
9c.	9d.	9e	9f.	9	10a.	10b.	11a.	11b.	12
Rs.	Rs.	Rs	Rs	Rs.					
...	...	...	...	7,168	38	10	264	119	
264	...	...	...	264	...	...	14	4	
264	...	...	..	7,432	38	10	278	123	
...	207	...	84	4,505	31	6	180	68	
175	...	...	...	175	...	...	...	...	
175	207	.	84	4,980	31	6	180	68	
...	...	207	1	1,809	11	2	73	28	
136	...	...	...	136	...	..	...	...	
136	...	207	1	1,945	11	2	73	28	
...	207	207	85	13,782	80	18	517	215	
575	...	...	...	575	.	...	14	4	
575	207	207	85	14,357	80	18	531	219	
...	...	..	...	9,667	110	58	162	62	
...	...	...	..	3,630	12	7	62	29	
...	...	...	...	828	15	7	30	11	
137	...	...	...	137	...	...	...	...	
137	...	...	.	965	15	7	30	11	
...	...	...	...	14,125	137	72	254	102	
137	...	...	...	137	...	...	...	...	
137	...	...	...	14,262	137	72	254	102	
422	125	144	12	8,497	190	140	289	217	
.	32	...	...	14,723	288	181	693	516	
48	38	...	...	10,703	171	113	545	378	
...	...	..	...	10,695	301	160	402	291	
51	167	...	...	11,383	175	39	678	352	
...	...	382	...	7,009	105	51	268	185	
...	...	...	...	186	...	...	...	...	
...	..	.	...	8,358	311	192	457	383	
...	...	...	...	8,544	311	192	457	383	
...	24	..	...	10 438	263	142	423	290	
...	110	19	...	8,657	173	105	397	306	
...	4	...	...	11,597	374	175	665	437	
...	...	...	...	9,894	281	166	521	377	
...	...	...	...	7,817	326	196	438	347	
.	...	...	...	186	...	...	...	..	
521	500	545	12	1,19,771	2,958	1,660	5,776	4,079	
521	500	545	12	1,19,957	2,958	1,660	5,776	4,079	
...	...	...	..	186	...	...	...	...	
659	1,514	1,052	1,.30	4,95,058	9,246	4,610	22,361	12,712	
14,436	297	180	..	14,913	109	56	607	331	
15,095	1,811	1,232	1,130	5,10,157	9,355	4,696	22,968	13,043	

E. WHITE, C.S.,
Director of Public Instruction, N.-W. P. and Oudh.

FORM

English.

Statistical return of **PRIMARY SCHOOLS** *for* **BOYS** *under* **PRIVATE MANAGEMENT**

Divisions.	Districts.	Class of institutions.	Number of institutions.	Number of scholars on the rolls on 31st March, 1885 — Upper primary stage.	Lower primary stage — Reading printed books.	Lower primary stage — Not reading printed books.	Total.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of scholars on 31st March — English.	Hindi.	Kaithi.	Urdu.	Latin.
	1	2	3	4a.	4b.	4c.	4	5	6	7a.	7b.	7c.	7d.	7e.
		ENGLISH.												
Meerut	Meerut ...	Aided by Local Fund Board.	3	28	26	22	76	78	69	76	...	...	...	1
	Aligarh ...	Ditto ditto ...	1	6	6	...	12	16	18	12	...	...	...	...
		Total aided by Local Fund Boards.	4	34	32	22	88	94	87	88	...	...	...	1
Agra	Agra ...	Aided by Department,	3	53	234	16	303	287	258	276	66	...	193	...
		Unaided ...	1	5	125	...	130	104	85	130	45	...	68	...
		Total	4	58	359	16	433	391	343	406	111	...	261	...
	Farukhabad ...	Aided by Local Fund Board.	1	...	90	...	90	95	80	40	50	...	...	...
		Unaided ...	1	13	19	...	32	46	37	32	32	...	32	...
		Total ...	2	13	109	...	122	141	117	72	82	...	32	...
	Total	Aided by Department,	3	53	234	16	303	287	258	276	66	...	193	...
	Total	Aided by Local Fund Board.	1	...	90	...	90	95	80	40	50	...	...	...
	Total	Unaided ...	2	18	144	...	162	150	122	162	77	...	100	...
		GRAND TOTAL ...	6	71	468	16	555	532	460	478	193	...	293	...
Rohilkhand	Bijnor ...	Aided by Local Fund Board.	1	6	49	43	98	94	79	55	...	...	98	...
	Moradabad ...	Aided by Local Fund Board.	4	58	106	41	205	202	159	116	19	...	152	...
	Bareilly ...	Aided by Local Fund Board.	1	1	13	...	14	19	13	14	...	...	...	...
	Shâhjahânpur,	Aided by Local Fund Board.	1	...	41	...	41	46	38	20	13	...	20	...
	Ditto ...	Aided by Municipal Board.	1	...	49	18	67	66	48	19	32	...	11	...
	Ditto ...	Unaided ...	1	16	34	6	56	66	48	56	22	...	34	...
		Total ...	3	16	124	24	164	178	134	95	66	...	65	...
		Total, aided by Local Fund Boards.	7	65	209	84	358	361	299	205	81	...	270	...
		Total, aided by Municipal Board.	1	...	49	18	67	66	48	19	32	...	11	...
		Total, Unaided ...	1	16	34	6	56	66	48	56	22	...	34	...
		GRAND TOTAL ...	9	81	292	108	481	493	395	280	85	...	315	...
Allahabad	Allahabad ...	Aided by Department,	1	17	43	...	60	49	41	60	...	...	...	3
		Aided by Local Fund Board.	3	52	136	71	(a) 264	285	220	215	52	...	84	...
		Unaided ...	1	7	7	...	14	14	14	...	7	...	5	...
		Total ...	5	76	186	71	(a) 338	348	275	275	59	...	89	3
	Cawnpore ...	Aided by Department,	2	22	21	30	73	65	55	73	...	...	18	...
		Aided by Local Fund Board	1	22	84	20	126	149	99	93	46	20	48	...
		Total ...	3	44	105	50	199	214	154	166	46	20	66	...
		Total aided by Department.	3	39	64	30	133	114	96	133	...	...	18	3
		Total aided by Local Fund Boards.	4	74	220	91	(a) 399	434	319	308	98	20	132	...
		Unaided	1	7	7	...	14	14	14	...	7	...	5	...
		GRAND TOTAL ...	8	120	291	121	(a) 537	562	429	441	105	20	155	3

(a)—Difference of 5 in column 4

No. 7.

Aided and Unaided, for the Official year, 1884-85.

English

March, 1885, ing			Classification according to race or creed of the scholars on 31st March, 1885.					Expenditure.							Examinations.				
															Upper primary.		Lower primary.		
Arabic.	Persian.	Sanskrit.	Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.	Provincial revenues.	Local rates or cesses.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources	Total.	Number of pupils in the class at the time of examination	Number passed.	Number of pupils in the highest class of the lower primary section at the time of examination.	Number passed.	Remarks.
7f.	7g.	7h.	8a.	8b.	8c.	8d.	8e.	9a.	9b.	9c.	9d.	9e.	9f.	9	10a.	10b.	11a.	11b	12
...	...	...	75	1	...	...	...	...	1,200	...	2,169	588	...	3,957	15	15	11	5	
...	...	...	12	...	...	...	...	...	360	...	208	660	137	1,365	...	...	3	2	
...	...	...	87	1	...	...	...	...	1,560	...	2,377	1,248	137	5,322	15	15	14	7	
...	35	5	40	145	105	13	...	2,580	...	...	602	3,096	1,329	7,607	14	10	40	37	
...	17	...	...	1	94	35	...	...	...	...	82	...	366	448	...	...	...	...	
...	52	5	40	146	199	48	...	2,580	...	...	684	3,096	1,695	8,055	14	10	40	37	
...	...	...	...	...	84	6	...	...	360	...	60	...	...	420	...	...	...	...	
...	7	...	1	26	3	2	...	...	...	...	6	...	752	758	...	...	...	...	
...	7	...	1	26	87	8	...	...	360	...	66	...	752	1,178	...	...	...	...	
...	35	5	40	145	105	13	...	2,580	...	...	602	3,096	1,329	7,607	14	10	40	37	
...	...	...	...	...	84	6	...	...	360	...	60	...	...	420	...	...	...	...	
...	24	...	1	27	97	37	...	...	...	...	88	...	1,118	1,206	...	...	...	...	
...	59	5	41	172	286	56	...	2,580	360	...	750	3,096	2,447	9,233	14	10	40	37	
...	...	...	...	1	74	23	...	...	288	...	60	...	744	1,092	6	5	15	10	
...	66	...	14	13	103	74	1	...	1,080	120	371	...	555	2,126	41	22	45	33	
...	...	...	14	...	...	...	...	...	225	50	509	157	...	941	4	1	4	3	
...	9	...	...	...	38	3	...	...	156	...	34	...	136	326	...	...	45	14	
...	5	...	...	2	39	26	...	...	...	240	14	...	282	536	...	...	6	5	
...	...	...	...	...	36	20	...	...	...	...	70	...	727	797	15	8	9	8	
...	14	...	...	2	113	49	...	...	156	240	118	...	1,145	1,659	15	8	60	2[illegible]	
...	75	...	28	14	215	100	1	...	1,749	170	974	157	1,435	4,485	51	28	109	60	
...	5	...	...	2	39	26	...	...	...	240	14	...	282	536	...	...	6	5	
...	...	...	...	...	36	20	...	...	...	...	70	...	727	797	15	8	9	8	
...	80	...	28	16	290	146	1	...	1,749	410	1,058	157	2,444	5,818	66	36	124	73	
...	...	...	38	21	...	...	1	480	...	360	120	...	810	1,770	6	3	9	7	
...	11	...	168	7	61	28	...	...	2,520	720	2,340	1,140	914	7,634	23	18	32	23	
2	...	...	...	14	...	...	...	...	...	...	...	2,309	...	2,309	7	7	7	6	
2	11	...	206	42	61	28	1	480	2,520	1,080	2,460	3,449	1,724	11,713	36	28	48	36	
...	...	...	73	...	...	...	...	800	...	...	1,254	...	749	2,803	5	5	3	3	
...	12	...	...	...	115	11	...	...	480	240	348	...	125	1,193	8	5	18	11	
...	12	...	73	...	115	11	...	800	480	240	1,602	...	874	3,996	13	10	21	14	
...	...	...	111	21	...	...	1	1,280	...	360	1,374	...	1,559	4,573	11	8	12	10	
...	23	...	168	7	176	39	...	...	3,000	960	2,689	1,140	1,039	8,827	31	23	50	34	
2	...	...	...	14	...	...	...	...	...	...	...	2,309	...	2,309	7	7	7	6	
2	23	...	279	42	176	39	1	1,280	3,000	1,320	4,063	3,449	2,598	15,709	49	38	69	50	

N. B.—Girls in Boys' Schools, 31 in Meerut Division.

not explained by the Inspector of European schools.

FORM

Statistical return of **PRIMARY SCHOOLS** *for* **BOYS**, *under* **PRIVATE**

Divisions.	Districts.	Class of institutions.	Number of institutions.	Number of scholars on the rolls on 31st March, 1885. Upper primary stage.	Lower primary stage. Reading printed books.	Lower primary stage. Not reading printed books.	Total.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of scholars on 31st learn English.	Hindi.	Kaithi.	Urdu.	Latin.
	1	2	3	4a.	4b.	4c.	4	5	6	7a.	7b.	7c.	7d.	7e.
Benares	Benares ...	Aided by Local Fund Board.	2	69	70	5	144	126	97	144	61	...	55	...
	Ghazipur ...	Ditto ditto ...	1	11	5	4	20	19	16	20	...	...	16	...
	Gorakhpur,	Unaided ...	2	27	52	...	79	73	62	79	...	...	...	...
	Azamgarh,	Ditto ...	1	30	12	...	42	42	34	42	...	...	42	...
		Total aided by Local Fund Boards.	3	80	75	9	164	143	113	164	61	...	71	...
		Total Unaided ...	3	57	64	...	121	115	96	121	...	...	42	...
		GRAND TOTAL ...	6	137	139	9	285	258	209	285	61	...	113	...
Kumaun	Kumaun ...	Aided by Local Fund Board.	2	11	110	44	165	170	127	105	124	...	13	...
Oudh	Lucknow ...	Aided by Local Fund Board	6	67	638	...	705	688	528	462	240	...	379	...
	Kheri ...	Ditto ditto ...	1	3	42	...	45	38	25	25	43	...	45	...
	Rae Bareli ...	Ditto ditto ...	1	4	82	...	86	88	70	25	51	...	59	...
		Total ...	8	74	762	...	836	814	623	512	334	...	483	...
		Total aided by Department.	6	92	298	46	436	401	354	409	66	..	211	3
		Ditto Local Fund Boards.	29	338	1,498	250	2,091	2,111	1,648	1,422	698	20	969	1
		Ditto Municipal Boards.	1	...	49	18	67	66	48	19	32	...	11	...
		Unaided ...	7	98	249	6	353	345	280	339	106	...	181	...
		GRAND TOTAL, N.-W. P. AND OUDH.	43	528	2,094	320	2,947	2,923	2,330	2,189	902	20	1,372	4

No. 7.

MANAGEMENT, *Aided and Unaided, for the Official year* 1884-85—(continued).

March, 1885, ing			Classification according to race or creed of the scholars on 31st March, 1885					Expenditure.							Examinations.				
															Upper primary.		*Lower primary.*		
Arabic.	Persian.	Sanskrit.	Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.	Provincial revenues	Local rates or cesses.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources	Total.	Number of pupils in the class at the time of examination.	Number passed.	Number of pupils in the highest class of the lower primary section at the time of examination.	Number passed.	Remarks.
7f.	7g.	7h.	8a.	8b.	8c.	8d.	8e.	9a.	9b.	9c.	9d.	9e.	9f.	9	10a.	10b.	11a.	11b	12
								Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.					
...	13	...	16	...	119	9	...	...	696	200	520	820	...	2,236	68	42	37	25	
...	...	...	17	1	1	...	1	...	960	...	465	119	...	1,544	3	3	6	5	
...	...	...	...	...	57	22	...	...	...	...	54	516	327	397	...	...	...	...	
...	42	...	...	...	...	42	...	...	...	...	178	414	...	592	...	...	...	...	
...	13	...	33	1	120	9	1	...	1,656	200	985	939	...	3,780	71	45	43	30	
...	42	...	...	...	57	64	...	...	...	...	232	930	327	1,489	...	...	...	...	
...	55	...	33	1	177	73	1	...	1,656	200	1,217	1 869	327	5,269	71	45	43	30	
...	...	22	...	13	136	15	1	...	780	...	134	...	1,188	2,102	6	2	31	13	
...	34	8	...	9	578	123	...	...	2,755	...	697	743	2,085	6,190	24	19	38	29	
...	...	...	...	38	7	...	...	...	71	...	...	...	150	221	...	...	33	4	
...	26	...	...	6	48	32	...	...	220	...	37	...	560	817	4	2	10	4	
...	60	8	...	53	628	155	...	...	3,046	...	644	743	2,795	7,228	28	21	81	37	
...	35	5	151	166	105	13	1	3,360	...	260	1,976	3,096	2,888	12,180	25	18	52	47	
...	171	30	316	89	1,359	324	3	...	12,151	1,330	7,862	4,227	6,594	32,164	202	134	328	181	
...	5	...	...	2	39	26	...	...	...	240	14	...	282	536	...	...	6	5	
2	66	...	1	41	190	121	...	...	...	...	390	3,939	2,172	5,801	22	15	16	14	N. B.—Girls in boys' schools 81
2	277	35	468	298	1,693	484	4	3,360	12,151	1,930	10,242	10,562	11,936	50,681	249	167	402	247	

E. WHITE, C.S.,

Director of Public Instruction, N.-W. P. and Oudh.

FORM

Statistical return of **PRIMARY SCHOOLS** *for* **BOYS**, *under* **PRIVATE**

Vernacular.

Divisions.	Districts.	Class of institutions.	Number of institutions.	Number of scholars on the rolls on 31st March, 1885. Upper primary stage.	Lower primary stage. Reading printed books.	Lower primary stage. Not reading printed books.	Total.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of scholars on 31st March learning English	Hindi.	Kaithi.	Urdu.	Latin.
1		2	3	4a.	4b.	4c.	4	5	6	7a.	7b	7c.	7d	7e.
		VERNACULAR.												
MEERUT.	Dehra Dún ...	Aided by Local Fund Board.	4	15	71	71	157	118	105	38	35	...	115	...
	Ditto ...	Unaided ...	6	...	47	26	73	69	69	...	29	...	...	...
		Total ...	10	15	118	97	230	187	174	38	57	..	115	...
	Saháranpur ...	Aided by Local Fund Board.	2	29	66	6	101	98	88	94	60	...	101	...
	Ditto ...	Unaided ...	325	472	4,426	12	4,910	4,795	4,767	...	1,180	...	109	...
		Total ...	327	501	4,492	18	5 011	4,893	4,855	94	1,240	...	210	...
	Muzaffarnagar	Unaided ...	141	...	1,506	112	1,618	1 498	1,285	..	162	...	916	...
	Meerut ...	Aided by Local Fund Board.	5	41	190	58	289	271	229	7	100	...	179	...
	Ditto ...	Unaided ...	495	...	2,381	2,539	4,920	4,190	2,493	205	1,666	...	87	...
		Total ...	500	41	2,571	2,597	5,209	4.461	2,722	212	1,766	...	266	...
	Bulandshahr,	Aided by Local Fund Board.	1	21	33	...	54	36	31	...	15	...	53	...
	Ditto ...	Unaided ...	220	...	693	1,856	2,549	2,549	2,549	...	755	...	491	...
		Total ...	221	21	726	1,856	2,603	2,585	2,580	...	770	...	544	...
	Aligarh ...	Unaided ...	210	...	2,085	1,280	3,365	3,276	2,700	4	191	...	99	...
		Total, aided by Local Fund Boards.	12	106	360	135	601	523	453	139	210	...	448	...
		Total unaided. ...	1,401	472	11,138	5,825	17,435	16,477	13,863	209	3,976	...	1,702	...
		GRAND TOTAL...	1,413	578	11,498	5,960	18,036	17,000	14,316	348	4,186	...	2,150	...
ROHILKHAND.	Bijnor ...	Unaided ...	353	...	987	3,062	4,049	3,999	3,960	1	1 075	...	557	...
	Moradabad ...	Aided by L. F. Board,	1	...	52	65	117	115	95	...	74	...	43	...
	...	Unaided ...	310	...	3,044	1,878	4,922	4,628	3,356	26	1,209	12	459	...
		Total ...	311	...	3,096	1,943	5,039	4 813	3,451	26	1,283	12	502	...
	Budaun ..	Unaided ...	340	...	1,185	592	1,777	1,777	1,777	14	291	84	422	...
	Bareilly ...	Aided by L. F. Board,	1	...	46	...	46	46	40	...	16	...	20	...
	...	Unaided ...	*315	6	1,671	1,505	3,182	3,182	2,246	...	211	56	133	...
		Total ...	316	6	1,717	1,505	3,228	3,228	2,286	...	227	56	153	...
	Pilibhít ...	Unaided ...	49	...	210	347	557	550	413	...	196	100	261	...
	Sháhjahánpur,	Aided by L F. Board,	2	27	91	52	170	140	114	9	55	...	106	...
	...	Unaided ...	189	...	896	618	1,514	1,477	1,443	...	329	38	105	...
		Total ...	191	27	987	670	1,684	1,617	1,557	9	384	38	211	...
		Total aided by L.F. Bds	4	27	189	117	333	301	249	9	145	...	169	...
	...	Total unaided ...	1,456	6	7,993	8,002	16,001	15,683	13,195	41	3,311	290	2,007	...
		GRAND TOTAL ...	1,460	33	8,182	8,119	16,334	15,984	13,444	50	3,456	290	2,176	...
ALLAHABAD.	Allahabad ...	Unaided ...	316	...	2,869	2 093	4,955	4,955	3 800	..	448	2,058	...	...
	Fatehpur ...	Ditto ...	55	...	...	891	891	891	891	..	641	..	...	...
	Cawnpore ...	Ditto ...	194	...	798	1,841	2,639	2,433	2 433	...	1,801	...	35	...
	Hamirpur ...	Ditto ...	99	...	245	507	752	752	564	...	488	64	10	...
	Bánda ...	Aided by Local Fund Board.	3	...	78	...	78	75	63	...	55	23	...	...
	...	Unaided ...	85	...	681	...	681	681	681	.	482	...	95	...
		Total ...	88	...	759	...	759	756	744	..	537	23	95	..
	Jaunpur ...	Unaided ...	110	775	402	377	1,554	1,554	1,480	..	40	41	5	...
		Total aided by Local Fund Board.	3	...	78	...	78	75	63	...	55	23	...	...
		Total, unaided ...	859	775	4,978	5,709	11,462	1,266	9,840	...	3,900	2,163	145	...
		GRAND TOTAL ...	862	775	5,056	5,709	11,540	11,341	9,912	...	3,955	2,186	145	...

* Including two schools which are under regular inspection of the Department, but the

No. 7.

MANAGEMENT, *Aided and Unaided, for the Official year* 1884-85—(continued).

March, 1885. ing			Classification according to race or creed of the scholars on 31st March, 1885.					Expenditure.							Examinations.				
															Upper primary.		Lower primary.		
Arabic.	Persian.	Sanskrit.	Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.	Provincial revenues.	Local rates or cesses.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Number of pupils in the class at the time of examination.	Number passed.	Number of pupils in the highest class of the lower primary section at the time of examination.	Number passed.	Remarks.
7f.	7g.	7h.	8a.	8b.	8c.	8d.	8e.	9a.	9b.	9c.	9d.	9e.	9f.	9	10a.	10b.	11a.	11b.	12
								Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.					
...	12	...	...	95	38	16	8	...	660	...	148	206	1,215	2,229	5	3	12	8	
20	51	...	...	...	44	29	...	...	...	...	556	...	...	556	...	...	...	...	
20	63	..	...	95	82	45	8	...	660	...	704	206	1,215	2,785	5	3	12	8	
...	22	..	...	98	3	...	...	...	1,980	...	3	2,175	582	4,740	13	10	18	12	
2,108	1,085	428	...	...	2,207	2,703	..	...	...	...	4	5,812	15,398	21,214	...	...	...	...	
2,108	1,107	428	...	98	2,210	2,703	...	...	1,980	...	7	7,987	15,980	25,954	13	10	18	12	
125	897	.	...	...	1,482	536	...	...	...	...	4,926	...	...	4,926		..	...	...	
...	23	...	...	116	68	64	41	...	840	...	...	...	945	1,785	39	31	56	37	
1,218	1,503	468	.#	1	3,384	1,535	...	...	...	...	...	21,365	...	21,365	...	...	...	...	
1,218	1,5.6	468	...	117	3,452	1,599	41	...	840	...	...	21,365	945	23,150	39	31	56	37	
...	...	...	...	...	44	10	...	...	60	...	35	565	...	660	4	...	10	...	N. B.—Girls in boys' schools: 41.
327	874	49	...	...	1,707	842	...	..	...	...	...	1,074	...	1,074	...	...	...	...	
327	874	49		...	1,751	852	...	..	60	...	35	1,639	..	1,734	4	...	10	...	
169	1,056	76	...	...	2,616	749	...	...	...	...	11,934	1,440	...	13,374	...	...	...	...	
...	57	...	...	309	158	90	49	...	3,540	...	186	2,946	2,742	9,414	61	44	96	57	
3,967	5,466	1,021	...	1	11,040	6,394	...	...	...	..	17,420	29,691	15,398	62,509	...	...	...	...	
3,967	5.523	1,021	...	310	11,193	6,484	49	...	3,540	...	17,606	32,637	18,140	71,923	61	44	96	57	
1,462	901	53	...	61	1,790	1,964	234	..	...	..	15,806	...	1,2[illegible]4	17,030	.	...	...	...	
...	6	2	...	...	96	21	...	...	144	...	56	...	151	351	...	...	12	7	
5,012	2 085	158	...	118	1,876	2 910	18	...	...	...	6 486	7,994	1,928	16,410	...	...	...	...	
5,012	2,091	160	...	118	1,972	2,931	18	...	144	...	6,544	7,994	2 079	16,761	..	...	12	7	
24	812	60	...	...	1,061	726	...	...	...	...	11,310	...	..	11,310		...	...	...	
...	6	4	...	6	36	4	...	...	60	...	...	...	144	204	...	.	4	2	
1,004	1,677	101	...	...	777	2.405	..	...	...	...	1.664	...	429	2,093	3	2	2	2	
1,004	1,683	105	...	6	8 3	2,409	...	...	60	...	1,664	..	573	2,297	3	2	6	4	
25	99	20	...	...	287	270	...	...	...	...	66	...	125	191		...	78	37	
...	...	...	...	9	1 2	27	2	...	192	...	16	...	589	797	11	8	20	11	
...	1,042	...	...	3	836	675	...	..	...	...	1,389	5,263	776	7,428	10	7	58	48	
...	1,042	...	...	12	968	702	2	...	192	...	1,405	5,263	1.365	8,225	21	15	78	59	
...	12	6	...	15	264	52	2	...	396	...	72	.	884	1,332	1	8	36	20	
5,527	6 616	392	...	182	6,617	8,950	252	...	...	...	36,724	13,257	4,482	54.462	13	9	138	87	
5,527	6,628	398		197	6,881	9,002	254	...	396	...	36,795	13,257	5,366	55,814	24	17	174	107	
428	1,608	413	...	...	3,069	1,886	...	...	...	...	...	...	...	...	...	.	...	..	
70	180	...	...	..	734	157	...	...	...	...	2,943	...	.	2,943	...	...	...	...	
11	666	116	...	...	2,433	196	...	...	...	...	12,000	...	...	12,000	.	...	...	...	
41	122	27	.	...	564	188	...	...	...	...	3,711	...	...	3,7 1	..	...	416	81	
...	...	...	...	...	60	18	...	...	162	...	...	162	...	324	..	...	...	..	
8	96	...	...	...	610	71	...	...	...	...	...	4,365	...	4,365	...	...	...		
8	96	...	...	...	670	89	...	...	162	...	...	4,527	...	4,689	...	..			
482	570	416	...	.	762	792	..	...	...	...	...		4,804	4,-04	...	...	...		
...	...	...	...	...	60	18	...	...	162	...	...	162	...	324	...	...	...	..	
1,040	3,242	972	...	.	8,172	3,290	..	...	...	...	18,654	4,365	4,804	27,893	...	...	416	81	
040	3.242	972	...	...	8.232	3,308	...	...	162	...	18,654	4,527	4,804	28,147	...	...	416	81	

course of study in them does not confirm to the standards prescribed by the Department.

Vernacular.

FORM

Statistical Return of **PRIMARY SCHOOLS** *for* **BOYS** *under* **PRIVATE MANAGEMENT,**

Divisions.	Districts.	Class of Institutions.	Number of institutions.	Number of scholars on the rolls on 31st March, 1885. Upper primary stage.	Lower primary stage. Reading printed books.	Lower primary stage. Not reading printed books.	Total.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of scholars on 31st March learning English.	Hindi.	Kaithi.	Urdu.	Latin.
1		2	3	4a.	4b.	4c.	4	5	6	7a.	7b.	7c.	7d.	7e.
Benares.	Azamgarh ...	Aided by Local Fund Board.	3	...	77	...	77	78	65	...	69	...	...	...
		Unaided ...	152	...	...	...	1,366	...	...	...	210	...	...	...
		Total ...	155	...	77	...	1,443	78	65	...	279	...	...	...
	Benares ...	Aided by Local Fund Board.	3	60	153	51	264	187	136	61	202	...	59	...
		Aided by Municipal Board.	5	...	130	253	383	266	253	...	383	...	...	...
		Unaided ...	584	27	72	118	8,709	186	166	351	909	106	187	...
		Total ...	592	87	355	422	9,356	639	555	412	1,494	106	246	...
	Gorakhpur...	Aided by Local Fund Board.	12	25	484	158	667	608	519	145	422	...	95	...
		Unaided ...	83	...	500	139	639	639	539	3	139	...	4	...
		Total ...	95	25	984	297	1,306	1,247	1,058	148	561	...	99	...
	Mirzapur ...	Aided by Local Fund Board.	10	...	259	68	327	324	253	...	327	...	6	...
		Aided by Municipal Board.	3	29	145	...	174	170	120	69	120	...	54	...
		Unaided ...	52	...	...	...	742	...	...	...	214	220	...	...
		Total ...	65	29	404	68	1,243	494	373	69	661	220	60	...
	Ballia ...	Aided by Municipal Board.	1	...	5	25	30	28	29	...	...	30	...	...
		Unaided ...	117	...	1,200	339	1,539	1,392	1,485	25	129	567	37	...
		Total ...	118	...	1,205	364	1,569	1,420	1,514	25	129	597	37	...
	Basti ...	Unaided ...	66	...	..	.	665	...	...	...	25	61	...	...
	Gházipur ...	Unaided ...	79	223	446	450	1,119	...	...	...	24	450	...	...
		Total, aided by Local Fund Boards.	28	85	973	277	1,335	1,197	973	206	1,020	...	160	...
		Total, aided by Municipal Boards.	9	29	280	278	587	464	402	69	503	30	54	...
		Total, Unaided ..	1,133	250	2,218	1,046	(a) 14,779	2,217	2,190	379	1,650	1,404	228	...
		GRAND TOTAL ...	1,170	364	3,471	1,601	(a) 16,701	3,878	3,565	654	3,173	1,434	442	...
Jhánsi.	Jalaun ...	Unaided ...	4	11	64	32	107	101	79	...	107	...	...	...
	Jhánsi ...	Ditto ...	3	5	29	31	65	63	50	...	65	...	...	...
		Total ...	7	16	93	63	172	164	129	...	172	...	...	...
Kumaon.	Kumaun ...	Aided by Local Fund Board.	11	9	420	272	701	688	429	...	639	...	25	...
	Garhwál ..	Unaided ...	3	85	48	64	197	178	148	15	...	...	...	...
	Tarai ...	Ditto ...	13	24	91	88	203	247	186	...	68	...	3	...
		Total, aided by Local Fund Boards.	11	9	420	272	701	688	429	...	639	...	25	...
		Unaided ...	16	109	139	152	400	425	334	15	68	...	3	...
		GRAND TOTAL ...	27	118	559	424	1,101	1,113	763	15	707	...	28	...
Oudh.	Lucknow ...	Unaided ...	10	...	353	...	353	357	272	...	91	...	192	...
	Sitapur ...	Aided by Local Fund Board.	1	32	68	...	100	100	88	...	30	...	60	...
		Unaided ...	4	...	132	...	132	126	102	...	74	...	56	...
		Total ...	5	32	200	...	232	226	190	...	104	...	116	...

(a) Includes 11,265, for

No. 7.

Vernacular.

Aided and unaided, for the official year, 1884-85—(continued.)

March, 1885 ing			Classification according to race or creed of the scholars on 31st March, 1885.					Expenditure.							Examinations.				
															Upper primary.		Lower primary.		
Arabic.	Persian.	Sanskrit.	Europeans and Eursians.	Native Christians.	Hindus	Muhammadans.	Others.	Provincial revenues.	Local rates or cesses.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources	Total.	Number of pupils in the class at the time of examination.	Number passed.	Number of pupils in the highest class of the lower primary section at the time of examination.	Number passed.	Remarks
7f.	7g.	7h.	8a.	8b.	8c.	8d	8e.	9a.	9b.	9c.	9d.	9e.	9f.	9	10a.	10b.	11a.	11b	12
								Rs.	Rs.	Rs.	Rs	Rs.	Rs.	Rs.					
...	8	...	...	...	60	17	...	...	180	...	60	...	180	420	...	...	...	...	
384	913	75	...	...	760	606	...	...	...	...	...	7,131	...	7,131	...	..	...	...	
384	921	75	...	..	820	623	...	...	180	..	60	7,131	180	7,551	...	...	...	...	
...	18	...	...	49	171	44	...	...	612	...	47	861	300	1 820	...	...	...	...	
...	...	...	...	...	370	13	...	...	...	580	...	...	638	1,218	...	...	...	...	
637	1,094	5,485	...	2	8,054	653	...	...	...	...	1,083	...	786	1,869	...	...	...	...	
637	1,112	5,485	...	51	8,595	710	...	...	612	580	1,130	861	1,724	4,907	...	...	...	...	
...	144	1	...	41	529	97	...	...	1,056	600	241	67	804	2,768	3	...	13	...	
52	387	54	...	...	367	272	...	...	...	...	503	4,216	...	4,719	...	...	...	...	
52	531	55	...	41	896	369	...	...	1,056	600	744	4,283	804	7,487	3	...	13	...	
...	...	...	...	5	235	18	69	...	378	...	60	300	365	1,103	...	...	10	6	
...	10	...	...	2	137	34	1	...	...	360	...	732	...	1,092	...	...	...	...	
29	205	74	...	...	653	89	...	...	...	...	720	2,508	...	3,228	...	...	...	...	
29	215	74	...	7	1,025	141	70	...	378	360	780	3,540	365	5,423	...	...	10	6	
...	...	...	...	...	30	...	...	...	...	24	36	...	..	60	...	...	...	...	
76	402	303	...	...	1,174	365	...	...	..	...	297	5,562	...	5,859	...	...	...	...	
76	402	303	...	...	1,204	365	...	...	...	24	333	5,562	...	5,919	..		...	..	
69	317	193	...	...	427	258	...	...	...	...	2,688	...	...	2,688	...	...	...	...	
158	277	210	...	...	757	362	...	..	...	..	2,391	1,156	...	3,547	...	..	...	...	
...	170	1	...	95	995	176	69	...	2,226	600	408	1,228	1,649	6,111	3	...	23	6	
...	10	...	...	2	537	47	1	...	...	964	36	732	638	2,370	...	...	...	...	
1,405	3,595	6 394	...	2	12,192	2,585	...	...	...	..	7,682	20,573	786	29,044	...	...	...	...	
1,405	3,775	6,395	..	99	13,724	2,808	70	...	2,226	1,564	8,126	22.533	3,073	37,522	3	...	23	6	
...	...	...	...	...	104	3	...	...	...	...	...	...	374	374	1	...	22	9	
...	...	...	...	...	65	...	...	...	...	...	...	...	178	178	...	...	11	3	
...	...	...	...	...	169	3	...	...	...	..	...	...	552	552	1	...	33	12	
9	28	4	...	2	643	56	...	...	1,020	...	122	169	675	1,986	14	6	14	6	
...	...	197	...	...	197	...	...	...	...	...	210	1,031	...	1,241	...	...	...	...	
84	27	21	...	..	114	89	...	...	...	...	374	60	170	604	...	...	...	...	
9	28	4	...	2	643	56	...	...	1,020	...	122	169	675	1,986	14	6	14	6	
84	27	218	...	...	311	89	...	...	...	...	584	1,091	170	1,845	...	...	...	...	
93	55	222	...	2	954	145	...	...	1,020	...	706	1,260	845	3,831	14	6	14	6	
...	18	57	..	3	270	80	..	...	...	...	...	228	1,277	1,505	...	...	...	...	
...	10	...	...	10	77	13	...	...	202	...	39	462	...	703	3	2	16	10	
...	2	...	...	94	18	20	...	...	...	...	21	224	...	245	...		1	..	
...	12	...	...	104	95	33	...	...	202	...	60	686	...	948	3	2	19	10	

whom no details are given.

rnacu-
lar..

FORM

Statistical Return of **PRIMARY SCHOOLS** *for* **BOYS**, *under* **PRIVATE MANAGEMENT**

Divisions.	Districts.	Class of Institutions.	Number of institutions.	Number of scholars on the rolls on 31st March, 1885. Upper primary stage.	Lower primary stage. Reading printed books.	Lower primary stage. Not reading printed books.	Total.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of scholars on 31st March learning English.	Hindi.	Kaithi	Urdu.	Latin.
	1	2	3	4a.	4b.	4c.	4	5	6	7a	7b	7c	7d	7e
Oudh.	Kheri ...	Unaided ...	1	...	26	...	26	24	21	...	...	...	26	...
	Gonda ...	Aided by Local Fund Board.	3	19	198	...	217	201	174	...	80	...	150	...
		Unaided	4	...	130	...	130	123	107	...	99	..	29	...
		Total ...	7	19	328	.	347	324	281	...	179	...	179	...
	Bahraich ...	Aided by Local Fund Board.	1	25	125	...	150	128	109	...	67	...	138	...
	Partabgarh ...	Ditto ditto ...	7	21	219	...	240	154	126	...	153	...	87	...
		Unaided ...	1	24	31	...	55	52	40	...	35	...	10	...
		Total ...	8	45	250	...	295	206	166	...	188	...	97	..
		Total Aided by Local Fund Boards.	12	97	610	...	707	583	497	...	330	...	435	...
		Total Unaided ...	20	24	672	...	696	682	542	...	299	...	313	...
		GRAND TOTAL ...	32	121	1,282	...	1,403	1,265	1,039	...	629	...	748	...
		Total Aided by Local Fund Boards.	70	324	2,630	801	3,755	3,367	2,664	354	2,399	23	1,237	...
		Total Aided by Municipal Boards.	9	29	280	278	587	464	402	69	503	30	54	...
		Total Unaided ...	4,892	1,652	27,231	20,797	(a)60,945	46,914	40,102	644	13,376	3,857	4,398	...
		GRAND TOTAL, N.-W. P. AND OUDH.	4,971	2,005	30,141	21,876	(a)6,5287	5,0745	43,168	1,067	16,278	3,910	5,689	...

(a).—Includes 11,265 for

No. 7.

aided and Unaided, for the Official year, 1884-85—(concluded).

March, 1885, ing			Classification according to race or creed of the scholars on 31st March, 1885.					Expenditure.							Examinations.				Vernacular.
															Upper primary.		Lower primary.		
Arabic.	Persian.	Sanskrit.	Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans	Others.	Provincial revenues.	Local rates of cesses.	Municipal funds	Fees.	Subscriptions.	Endowments and other sources	Total.	Number of pupils in the class at the time of examination.	Number passed.	Number of pupils in the highest class of the lower primary section at the time of examination.	Number passed.	Remarks.
7f	7g	7h	8a	8b	8c.	8d	8e.	9a	9b.	9c.	9d	9e.	9f.	9	10a.	10b.	11a.	11b.	12
								Rs	Rs	Rs.	Rs.	Rs.	Rs.	Rs.					
...	...	...	...	24	2	...	...	...	...	...	8	112	...	120	...	...	...	...	
...	...	...	...	5	188	24	...	...	275	...	48	...	1,164	1,487	5	...	12	9	
...	2	...	...	2	116	8	4	...	...	...	18	...	420	438	...	...	...	...	
...	2	...	...	7	304	32	4	..	275	...	66	...	1,584	1,925	5	..	12	9	
...	6	...	...	4	86	60	...	...	216	...	...	...	500	716	9	1	12	10	
...	...	...	...	...	204	36	...	...	169	...	101	...	...	270	3	1	19	17	
...	...	12	...	...	53	2	...	...	...	...	29	...	568	597	4	4	4	4	
...	..	12	...	.	257	38	...	...	169	...	130	...	568	867	7	5	23	21	
...	16	...	...	19	555	138	...	...	862	...	188	462	1,664	3,176	20	4	61	46	
...	17	69	...	123	459	110	4	...	...	...	76	564	2,265	2,905	4	4	5	4	
...	33	69	...	142	1,014	243	4	...	862	—	264	1,026	3,929	6,081	24	8	66	50	
9	283	11	...	440	2,670	525	120	...	8,206	600	976	4,967	7,614	22,368	109	62	230	135	
...	10	...	...	2	537	47	1	...	...	964	36	732	638	2,370	..	...	...	...	
12,023	18,963	9,066	...	308	38,960	21,421	256	...	...	...	81,139	69,541	28,457	1,79,137	18	13	592	184	
12,032	19,256	9,077	...	750	42,167	21,993	377	..	8,206	1,564	82,151	75,240	36,709	2,03,870	127	75	822	319	

N. B.—Girls in boys' schools, 61.

whom no details are given.

E WHITE, C.S.,
Director of Public Instruction, N.-W. P. and Oudh.

FORM

Statistical return of **PRIMARY SCHOOLS** *for* **GIRLS**

Vernacular.

Divisions.	Districts.	Class of Institutions.	Number of institutions.	Number of scholars on the rolls on 31st March, 1885. Upper primary stage.	Lower primary stage. Reading printed books	Lower primary stage. Not reading printed books.	Total.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of scholars on 31st March 1885, learning. English.	Hindi.	Kaithi.	Urdu.	Bengali.	Latin.	Arabic.
	1	2	3	4a.	4b.	4c	4	5	6	7a.	7b.	7c.	7d.	7e.	7f.	7g.
		VERNACULAR.														
MEERUT.	Saharanpur ...	Maintained by Local Fund Board.	2	...	45	...	45	29	20	...	...	...	45	...	...	...
	Muzaffarnagar ...	Ditto ditto ...	1	...	12	6	18	17	12	...	18	...	...	...	...	...
	Meerut ...	Ditto ditto ...	2	...	20	27	47	44	35	...	47	...	...	...	...	...
	Bulandshahr ...	Maintained by Local Fund Board.	3	11	34	28	73	72	54	...	73	...	...	...	...	...
		Ditto by Municipal Board.	1	...	14	7	21	20	15	...	21	...	...	...	...	...
		Total ...	4	11	48	35	94	92	69	...	94	...	...	...	...	...
	Aligarh ...	Maintained by Local Fund Board.	8	4	89	72	166	179	119	...	165	...	...	...	...	...
		Total Maintained by Local Fund Boards.	16	15	200	133	348	334	240	...	303	...	45	...	...	...
		Ditto by Municipal Board.	1	...	14	7	21	20	15	...	21	...	...	...	...	...
		GRAND TOTAL ...	17	15	214	140	369	354	255	...	324	...	45	...	...	...
AGRA.	Muttra ...	Maintained by Local Fund Board.	6	2	45	76	123	129	101	...	123	...	...	...	...	...
	Agra ...	Ditto ditto ...	6	6	86	32	124	116	95	...	124	...	...	...	...	...
	Etáwah ...	Ditto ditto ...	5	...	58	42	100	103	73	...	100	...	...	...	...	...
	Etah ...	Ditto ditto ...	6	5	73	77	155	153	116	...	155	...	...	...	...	...
	Mainpuri ...	Ditto ditto ...	4	4	79	...	83	82	68	...	63	...	20	...	...	...
	Farukhabad ...	Ditto ditto ...	6	5	118	7	130	131	100	...	130	...	...	...	...	...
		Total maintained by Local Fund Boards.	33	22	459	234	715	714	553	...	695	...	20	...	...	...
ROHILKHAND.	Bijnor ...	Maintained by Local Fund Board.	3	...	3	66	69	68	56	...	...	...	69	...	...	...
	Moradabad ...	Ditto ditto ...	6	...	52	50	102	105	75	...	16	...	86	...	...	...
	Budaun ...	Ditto ditto ...	6	...	114	37	151	154	120	...	137	...	14	...	...	...
		Ditto by Municipal Board.	5	...	68	25	93	93	77	...	25	...	68	...	...	...
		Total ...	11	...	182	62	244	247	197	...	162	...	82	...	...	...
	Bareilly ...	Maintained by Local Fund Board.	17	16	314	110	440	424	352	...	210	...	230	...	...	...
		Ditto Muncipal Board.	1	...	...	31	31	30	24	...	31	...	...	...	...	...
		Total ...	18	16	314	141	471	454	376	...	241	...	230	...	...	...
	Pilibhít ...	Maintained by Municipal Board.	1	...	42	20	62	62	54	...	...	...	62	...	...	...
		Total Maintained by Local Fund Boards.	32	16	483	263	762	751	603	...	363	...	399	...	...	...
		Ditto Municipal Boards.	7	...	110	76	186	185	155	...	56	...	130	...	...	...
		GRAND TOTAL ...	39	16	593	339	948	936	758	...	419	...	529	...	...	...

No. 8.

under **PUBLIC MANAGEMENT**, *for the Official year* 1884-85.

Vernacular.

		Classification according to race or creed of the scholars on 31st March, 1885.					Expenditure.							Examinations.				
														Upper Primary.		*Lower Primary.*		
Persian.	Sanskrit.	Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.	Provincial revenues.	Local rates or cesses.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Number of pupils in the class at the time of examination.	Number passed.	Number of pupils in the highest class of the Lower Primary section at the time of examination.	Number passed.	Remarks.
7h.	7i.	8a.	8b.	8c.	8d.	8e.	9a.	9b.	9c.	9d	9e.	9f.	9	10a.	10b.	11a.	11b.	12
							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.					
...	...	...	...	...	45	...	...	115	...	...	...	...	115	...	...	2	1	
...	...	...	...	18	...	...	...	106	...	...	...	...	106	...		...	...	
...	...	...	...	47	...	...	...	165	...	...	...	...	165	...	...	...	...	
...	...	...	...	73	...	...	...	372	...	...	...	...	372	...	...	9	2	
...	...	...	...	21	...	...	...	...	192	...	...	...	192	...	...	...	...	
...	...	...	...	94	...	...	...	372	192	...	...	...	564	...	...	9	2	
...	...	...	...	165	...	...	...	998	...	...	...	...	998	...	...	16	6	
...	...	...	...	303	45	...	...	1,756	...	...	...	...	1,756	...	...	27	9	
...	...	...	...	21	...	...	...	...	192	...	...	...	192	...	...	...	...	
...	...	...	...	324	45	...	...	1,756	192	...	...	...	1,948	...	...	27	9	
...	...	...	...	123	...	...	...	401	...	...	...	...	401	...	...	...	...	
...	...	...	...	124	...	...	...	455	...	...	...	...	455	...	...	12	5	
...	...	...	...	95	5	...	...	328	...	...	...	...	328	...	...	7	6	
...	...	...	...	153	2	...	...	405	36	...	...	...	441	...	...	16	12	
...	...	...	...	59	24	...	...	321	...	...	...	...	321	...	...	6	4	
...	...	...	...	129	1	...	...	446	...	...	...	...	446	...	...	22	11	
...	...	...	...	683	32	...	...	2,356	36	...	...	...	2,392	...	...	63	38	
...	...	...	...	...	61	...	...	136	...	...	...	...	136	...	...	3	3	
...	...	...	...	16	86	...	...	558	...	...	...	...	558	...	...	9	6	
...	...	...	...	127	24	...	...	393	...	...	...	...	393	...	...	7	3	
...	...	...	...	25	61	...	...	180	205	...	...	...	385	...	...	10	9	
...	...	...	...	152	91	...	...	573	205	...	...	...	778	...	...	17	12	
...	...	...	...	211	220	...	...	1,647	65	...	...	...	1,712	4	3	11	9	
...	...	...	...	31	...	...	...	...	39	...	...	...	39	...	...	...	...	
...	...	...	...	242	226	...	...	1,647	104	...	...	...	1,751	4	3	11	9	
...	...	...	...	...	61	...	...	13	228	...	...	...	241	...	...	9	9	
...	...	...	...	354	408	...	...	2,734	65	...	...	...	2,799	4	3	30	21	
...	...	...	...	56	130		...	193	472	...	...	...	665	...	...	19	18	
...	...	...	...	410	538	...	...	2,927	537	...	...	...	3,464	4	3	49	39	

FORM

Statistical Return of **PRIMARY SCHOOLS** *for* **GIRLS**

Vernacular.

Divisions.	Districts	Class of institutions.	Number of institutions.	Number of Scholars on the rolls on 31st March, 1885. Upper primary stage	Lower Primary Stage. Reading printed books	Lower Primary Stage. Not reading printed books.	Total.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of scholars on 31st March learning English.	Hindi	Kaithi.	Urdu.	Bengali.	Latin.	Arabic.
	1	2	3	4a	3b	4c	4	5	6	7a	7b.	7c.	7d	7e	7f.	7g
		VERNACULAR.														
ALLAHABAD.	Cawnpore ..	Maintained by Local Fund Board	5	5	60	26	91	89	71	...	91	...	...	...	...	...
	Jaunpur ...	Ditto ditto ...	3	...	32	34	66	64	56	...	38	...	28	...	...	...
		Total ...	8	5	92	60	157	153	127	..	129	...	28	...	...	...
BENARES.	Azamgarh ...	Maintained by Local Fund Board.	2	7	44	...	51	44	45	...	51	..	...	...	...	...
	Benares ...	Ditto, ditto ..	3	...	35	15	50	49	41	...	31	19	.	...	...	...
	Basti ..	Ditto, ditto ...	3	2	37	37	76	104	83	...	45	...	31	...	...	...
	Gorakhpur ...	Ditto, ditto ...	2	8	31	13	52	52	46	..	52	..	.	...	...	..
	Gházipur ...	Ditto, ditto ...	3	...	52	9	61	52	52	..	61		..	...	...	...
	Mirzapur	Ditto, ditto ...	3	3	37	27	67	72	51	...	67	...	...	...	...	...
		Maintained by Municipal Board	1	...	11	8	19	21	15	...	19	...	...	...	...	...
		Total ...	4	3	48	35	86	93	66	...	86	...	..	...	...	...
		Total maintained by Local Fund Boards	16	20	236	101	357	373	318	...	307	19	31	...	...	...
		Ditto Municipal Boards.	1	...	11	8	19	21	15	...	19	...	...	...	...	...
		GRAND TOTAL ...	17	20	247	109	376	394	333	...	326	19	31	...	...	...
JHÁNSI.	Jalaun ...	Maintained by Local Fund Board.	1	.	11	9	20	19	13	...	20	..	...	...	...	...
	Lalitpur ...	Ditto Municipal Board.	1	...	21	9	30	30	19	...	30	...	...	...	...	...
		Total ...	2	...	32	18	50	49	32	...	50	...	...	...	...	...
KUMAUN	Garhwál ..	Maintained by Local Fund Board.	4	...	40	82	122	118	92	...	122	...	...	...	...	...
OUDH	Lucknow ..	Maintained by Local Fund Board.	11	60	253	...	313	320	220	...	50	...	255	...	...	...
	Bara Banki ...	Ditto ...	1	...	23	...	23	19	8	...	...	...	23	...	...	...
	Sitapur .	Ditto ...	4	4	90	...	94	90	74	...	94	...	...	...	..	...
	Hardoi ..	Ditto ...	9	3	196	...	199	198	160	...	146	...	53	...	...	...
	Kheri .	Ditto ...	6	11	128	...	139	139	109	...	67	...	72	...	...	10
	Gonda ..	Ditto ...	7	7	119	...	126	130	101	...	84	..	42	...	...	...
	Bahraich ...	Ditto ..	1	..	17	...	17	20	16	...	...	...	17	...	...	...
	Rae Bareli ...	Ditto ...	3	6	70	...	76	76	55	...	76	...	..	...	...	...
	Sultanpur ...	Ditto ...	5	4	92	...	96	94	73	...	16	...	80	...	..	...
	Partabgarh ..	Ditto ..	2	11	29	...	40	38	32	...	...	...	40	...	...	...
		Total ...	49	106	1,017	...	1,123	1,124	848	...	533	...	582	...	...	10
	Total ...	Maintained by Local Fund Boards.	159	184	2,538	882	3,604	3,586	2,794	...	2,472	19	1,105	...	...	10
	Total ...	Ditto by Municipal Boards.	10	...	156	100	256	256	204	...	126	...	130	...	...	...
		GRAND TOTAL N.-W. P AND OUDH	169	184	2,694	982	3,860	3,842	2,998	...	2,598	19	1,235	...	...	10

No. 8.

under **PUBLIC MANAGEMENT**, *for the official year* 1884-85—(concluded.)

1885,	Classification according to race or creed of the scholars on 31st March, 1885.						Expenditure.							Examinations.				Remarks.
														Upper Primary.		Lower Primary.		
Persian.	Sanskrit.	Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.	Provincial revenues.	Local rates or cesses.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Number of pupils in the class at the time of examination.	Number passed.	Number of pupils in the highest class of the Lower Primary section at the time of examination.	Number passed.	
7h.	7i.	8a.	8b.	8c.	8d.	8e.	9a.	9b.	9c.	9d.	9e.	9f	9	10a.	10b	11a.	11b.	12
							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.					
...	...	...	...	91	...	...	...	421	...	...	...	...	421	...	...	10	7	
...	...	...	...	38	28	...	...	420	...	...	...	...	420	...	...	9	2	
...	...	...	...	129	28	...	...	841	...	...	...	...	841	...	...	19	9	
...	...	...	...	48	3	...	...	193	...	...	...	...	193	2	1	7	1	
...	...	...	...	50	...	...	...	362	...	...	...	...	362	...	...	21	8	
...	...	...	...	40	36	...	...	445	...	...	...	...	445	...	...	7	3	
...	...	...	...	47	5	...	...	275	...	...	...	37	312	8	1	8	2	
...	...	...	...	57	4	...	...	372	...	...	...	...	372		...	61	19	
...	...	...	...	60	7	...	...	277	...	...	...	...	277	3	3	1	1	
...	...	...	...	19	...	...	...	...	124	...	...	...	124	...	...	...	...	
...	...	...	...	79	7	...	...	277	124	...		...	401	3	3	1	1	
...	...	...	...	302	55	...	...	1,924	...	...	...	37	1,961	8	5	105	34	
...	...	...	...	19	...	...	...	...	124	...	...	...	124	...	...	...	...	
...	...	...	...	321	55	...	...	1,924	124	...	...	37	2,085	8	5	105	34	
...	...	...	...	20	...	...	...	123	...	...	...	...	123	...	...	...	...	
...	...	...	...	30	...	...	...	...	143	...	...	...	143	...	...	2	...	
...	...	...	...	50	...	...		123	143	...	...	...	266	...	...	2	...	
...	...	...	...	127	...	...	...	418	...	...	...	...	418	...	...	4	2	
34	...	...	...	51	262	...	...	3,144	...	...	...	...	3,144	17	13	29	18	
...	...	...	...	...	23	...	...	149	...	...	...	...	149	...	...	...	...	
...	...	...	...	94	...	...	...	282	...	...	...	...	282	3	1	4	4	
...	...	...	...	139	60	...	...	834	...	...	...	5	839	5	1	23	4	
...	...	...	...	65	74	...	...	270	...	...	252	...	522	2	...	3	...	
...	...	...	...	83	43	...	...	613	...	...	...	...	613	...	...	11	8	
...	...	...	...	...	17	...	...	106	...	...	...	1	107	...	...	3	...	
...	...	...	...	76	...	...	...	176	...	...	...	...	176	1	1	8	2	
...	...	...	...	17	79	...	...	419	...	...	...	...	419	2	...	6	1	
...	...	...	...	1	39	...	...	177	...	...	...	5	182	2	...	7	4	
34	...	...	...	526	597	...	...	6,170	...	...	252	11	6,433	32	16	94	41	
34	...	...	...	2,439	1,165	...	...	16,322	101	...	252	48	16,723	44	24	342	154	
...	...	...	...	126	130	...	...	193	931	...	...	...	1,124	...	...	21	18	
34	...	...	...	2,565	1,295	...	...	16,515	1,032	...	252	48	17,847	44	24	363	172	

Vernacular

F. WHITE, C.S.,

Director of Public Instruction, N.-W. P. and O.

FORM

English.

Statistical Return of PRIMARY SCHOOLS *for* GIRLS *under* PRIVATE

Divisions.	Districts.	Class of Institutions.	Number of institutions	Number of scholars on the rolls on 31st March, 1885. Upper primary stage	Lower Primary Stage. Reading printed books.	Lower Primary Stage. Not reading printed books	Total	Average number on the rolls monthly during the year.	Average daily attendance.	Number of scholars on 1885, English.	Hindi.	Kaithi	Urdu.	Bengali	Latin.
	1	2	3	4a.	4b.	4c.	4	5	6	7a	7b.	7c.	7d.	7e.	7f
		English.													
Agra.	Agra ...	Aided by Department...	1	...	108	...	108	118	97	108	...	...	108	...	...
		Aided by Local Fund Board.	1	...	38	...	38	43	37	38	...	...	38	...	...
		Total ...	2	...	146	...	146	161	134	146	...	...	146	...	...
Rohilkhand.	Bijnor ...	Aided by Local Fund Board.	1	7	32	15	54	49	46	21	54	...	39	...	...
	Moradabad ...	Ditto ditto ...	1	26	62	20	108	100	92	36	108	...	108	...	...
	Budaun ...	Ditto ditto ...	1	20	29	...	49	52	47	49	49	...	49	...	...
		Total ...	3	53	123	35	211	201	185	106	211	...	196	...	...
Allahabad.	Allahabad ...	Aided by Department ...	2	14	24	25	63	62	44	63	...	...	...	...	...
Oudh.	Lucknow ...	Aided by Local Fund Board.	4	102	321	9	432	421	334	135	50	...	230	94	...
	Sitapur ...	Ditto ditto ...	1	...	30	...	30	27	26	14	29	...	25	...	...
	Kheri ...	Ditto ditto ...	1	...	25	...	25	20	14	4	25	...	25	...	...
		Total, aided by Local Fund Boards.	6	102	376	9	487	468	374	143	104	...	280	94	...
		Total, Aided by Department	3	14	132	25	171	180	141	171	...	...	108	...	...
		Total, Aided by Local Fund Boards	10	155	537	44	736	712	590	287	315	...	514	94	...
		GRAND TOTAL, N.-W. P. & OUDH.	13	169	669	69	907	892	737	458	315	...	622	94	...

No. 9.

MANAGEMENT, *Aided and Unaided, for the official year* 1884-85.

English

31st March, learning			Classification according to race or creed of the scholars of 31st March, 1885					Expenditure.							Examinations.				Remarks.
															Upper Primary		Lower Primary.		
Arabic.	Persian.	Sanskrit.	Europeans and Eurasians.	Native Christians	Hindus.	Muhammadans.	Others.	Provincial revenues.	Local rates or cesses.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Number of pupils in the class at the time of examination.	Number passed.	Number of pupils in the highest class of the Lower Primary section at the time of examination.	Number passed.	
7g.	7h.	7i.	8a.	8b	8c.	8d.	8e.	9a.	9b.	9c.	9d.	9e.	9f.	9	10a.	10b	11a.	11b	11
								Rs.	Rs.	Rs.	Rs.	Rs	Rs.	Rs.					
...	...	...	..	108	...	...	...	1,200	...	...	...	...	4,824	6,024	...	...	...	...	
...	...	...	...	37	1	...	...	...	192	...	33	275	50	550	...	...	...	...	
...	...	...	...	145	1	...	...	1,200	192	...	33	275	4,874	6,574	...	...	...	...	
...	7	...	...	54	...	...	..	...	360	...	...	...	591	951	7	7	8	6	
...	54	...	...	108	...	...	...	...	720	...	...	...	1,340	2,060	...	...	17	13	
...	...	...	...	49	...	...	...	...	480	...	33	...	927	1,440	15	10	6	4	
...	61	...	...	211	...	...	...	...	1,560	...	33	...	2,858	4,451	22	17	31	23	
...	...	...	58	5	...	...	...	2,160	...	360	263	...	211	2,994	...	...	15	12	
50	6	..	66	19	148	198	1	...	3,024	...	7,116	627	1,848	12,615	16	13	332	43	
...	14	...	...	30	...	...	...	...	176	...	25	483	343	1,027	...	...	5	5	
...	...	...	...	25	...	...	...	...	71	...	...	...	150	221	...	...	19	...	
50	20	...	66	74	148	198	1	...	3,271	...	7,141	1,110	2,341	13,863	16	13	356	48	*N. B.*—Boys in Girls' Schools.=12 in Allahabad Division.
...	...	...	58	113	...	...	...	3,360	...	360	263	...	5,035	9,018	...	...	15	12	
50	81	...	66	322	149	198	1	...	5,023	...	7,207	1,385	5,249	18,864	38	30	387	71	
50	81	...	124	435	149	198	1	3,360	5,023	360	7,470	1,385	10,284	27,882	38	30	402	83	

E. WHITE, C.S,
Director of Public Instruction, N.-W. P. and Oudh.

FORM

Vernacular.

Statistical Return of PRIMARY SCHOOLS *for* GIRLS, *under* PRIVATE

Divisions.	Districts.	Class of Institutions.	Number of institutions.	Number of scholars on the rolls on 31st March, 1885. Upper primary stage.	Lower Primary Stage. Reading printed books.	Lower Primary Stage. Not reading printed books.	Total.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of scholars of 1885. English.	Hindi.	Kaithi.	Urdu.	Bengali.	Latin.
1		2	3	4a	4b.	6c.	4	5	6	7a.	7b.	7c.	7d.	7e.	7f.
		Vernacular.													
Meerut.	Saharanpur ...	Aided by Local Fund Board.	8	25	122	57	204	209	144	12	78	...	124	3	...
		Unaided ...	19	...	223	50	273	237	191	.	165	...	...	...	...
		Total ...	27	25	345	107	477	446	335	12	243	...	124	3	..
	Muzaffarnagar...	Unaided ...	1	...	22	...	22	21	20	...	22	...	...	...	...
	Meerut ...	Aided by Local Fund Board	6	54	128	113	295	284	220	16	182	...	67	...	...
		Unaided ...	3	...	16	27	43	42	35	...	21	...	5	...	...
		Total ...	9	54	144	140	338	326	255	16	203	...	72	...	...
		Total aided by Local Fund oards	14	79	250	170	499	493	364	28	260	...	191	3	...
		Ditto unaided ...	23	...	261	77	338	300	246	...	208	...	5	..	..
		GRAND TOTAL ...	37	79	511	247	837	793	610	28	468	...	196	3	...
Agra.	Agra ...	Aided by Department...	1	6	133	18	157	168	153	...	49	...	157	...	...
		Ditto by Local Fund Board.	4	...	123	...	123	118	84	...	85	...	38	...	...
		Total ...	5	6	256	18	280	286	237	...	134	...	195	...	...
	Farukhabad ...	Aided by Local Fund Board.	13	.	236	62	298	252	235	...	283	...	83	...	...
	Mainpuri ...	Ditto ditto ...	3	...	61	...	61	60	45	...	61	...	...	...	...
		Total aided by Department	1	6	133	18	157	169	153	...	49	...	157	...	...
		Ditto Local Fund Board.	20	...	420	62	482	430	364	...	429	...	121	...	...
		GRAND TOTAL ...	21	6	553	80	639	598	517	..	478	..	278	...	...
Rohilkhand.	Bijnor ...	Aided by Local Fund Board	4	...	72	37	115	98	84	...	...	...	115	...	...
		Unaided ...	6	...	25	81	106	90	75	...	65	...	41	...	...
		Total ...	10	...	103	118	221	188	159	...	65	...	156	...	...
	Moradabad ...	Aided by Local Fund Board.	16	4	238	145	387	360	299	...	168	...	279	...	...
		Ditto by Municipal Board,	3	...	40	20	60	60	49	...	40	...	20	...	...
		Unaided ...	5	...	25	54	79	42	27	...	79	...	...	...	...
		Total ...	24	4	303	219	526	462	375	..	227	.	299	...	...
	Budaun ...	Aided by Local Fund Board.	10	.	296	...	296	236	203	...	145	...	151	...	...
	Bareilly ...	Ditto ditto ...	7	.	137	...	137	130	103	...	108	...	29	..	...
		Unaided ...	2	...	20	...	20	20	18	..	20	...	...	...	...
		Total ...	9	...	157	...	157	150	121	...	128	...	29	...	...
	Shahjahánpur,	Aided by Local Fund Board.	13	...	186	106	292	282	219	...	158	...	134	...	...
		Unaided ...	7	...	35	82	117	110	95	..	95	...	22	...	...
		Total ..	20	...	221	188	409	392	314	...	253	...	156	...	...
		Total aided by Local Fund Boards	50	4	935	388	1,327	1,106	903	...	519	...	708	...	...
		Ditto Municipal Boards,	3	...	40	20	60	60	49	...	40	...	20	...	...
		Ditto unaided ..	20	...	105	217	322	262	215	...	259	...	63	...	...
		GRAND TOTAL ...	73	4	1,080	525	1,609	1,428	1,172	...	818	...	791	...	...

No. 9.

MANAGEMENT, *aided and unaided, for the official year* 1884-85.

Vernacular.

31st March, Learning			Classification according to race or creed of the scholars of 31st March, 1885					Expenditure.							Examinations.				Remarks.
															Upper Primary		Lower Primary.		
Arabic	Persian.	Sanskrit.	Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.	Provincial revenues.	Local rates or cesses.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources	Total.	Number of pupils in the class at the time of examination	Number passed.	Number of pupils in the highest class of the Lower Primary section at the time of examination	Number passed.	
7g.	7h.	7i.	8a.	8b	8c.	8d.	8e.	9a.	9b.	9c.	9d	9e.	9f.	9.	10a.	10b.	11a.	11b	12
								Rs.	Rs.	Rs.	Rs	Rs	Rs	Rs					
...	21	...	..	22	69	113	...	...	504	...	...	...	2,494	2,998	...	...	...	...	
78	...	30	...	...	195	78	...	...	...	300	...	...	654	954	...	...	...	...	
78	21	30	...	22	264	191	...	...	504	300	...	...	3,148	3,952	...	...	...	...	
...	...	...	...	...	22	...	...	...	...	20	..	...	22	42	...	...	...	...	
...	...	...	...	140	155	...	...	...	984	...	...	50	1,356	2,390	61	50	103	79	
22	...	...	...	...	21	22	...	...	...	...	...	120	...	120	...	...	...	...	
22	...	...	...	140	176	22	...	...	984	...	...	170	1,396	2,510	61	50	103	79	
...	21	...	...	162	224	113	...	...	1,488	.	...	50	3,850	5,385	61	50	103	79	
100	...	30	...	...	238	100	..	...	...	320	...	120	676	1,116	...	...	...	...	
100	21	30	...	162	462	213	...	...	1,488	320	...	170	4,526	6,504	61	50	103	79	
...	...	...	...	157	...	...	...	1,500	...	...	...	3,360	...	4,860	5	5	6	6	Boys in Girls' Schools = 10 in Agra Division.
...	...	...	...	...	85	38	..	...	240	...	...	...	1,656	1,896	...	...	...	...	
...	...	...	...	157	85	38	...	1,500	240	..	...	3,360	1,656	6,756	5	5	6	6	
...	...	...	...	73	210	15	..	..	600	...	...	...	2,220	2,820	...	...	...	...	
...	...	...	...	..	61	...	...	...	108	...	...	...	108	216	...	...	6	3	
...	...	...	...	157	...	...	...	1,500	...	...	...	3,360	...	4,860	5	5	6	6	
...	...	...	...	73	356	53	...	...	948	...	...	...	3,984	4,932	..	...	6	3	
...	...	...	...	230	356	53	...	1,500	948	...	...	3,360	3,984	9,792	5	5	12	9	
...	...	...	...	...	...	115	...	...	240	...	...	...	208	448	...	...	...	...	Boys in Girls' Schools = 7 in Rohilkhand Division.
...	...	...	...	...	15	16	75	...	...	...	...	...	250	250	...	.	...	...	
...	...	...	...	...	15	131	75	...	240	...	...	...	458	698	...	...	...	...	
...	...	...	...	...	108	279	...	...	912	...	...	...	1,212	2,124	...	...	14	4	
...	...	...	...	...	40	20	...	...	...	213	...	203	...	416	...	...	...	...	
...	...	...	...	...	79	...	...	...	...	...	...	...	312	312	...	...	...	...	
...	...	...	...	...	227	299	...	...	912	213	...	203	1,524	2,852	...	...	14	4	
...	...	...	...	...	167	129	...	...	540	...	...	...	669	1,209	...	...	22	16	
...	...	...	...	...	108	29	...	...	180	...	...	...	748	928	...	...	...	...	
...	...	...	...	...	20	...	...	...	...	...	120	...	...	120	...	...	...	...	
...	...	...	...	...	128	29	...	...	180	...	120	...	748	1,046	...	...	...	...	
...	...	...	...	3	184	105	...	...	816	...	...	...	1,684	2,500	...	...	...	...	
...	...	...	...	...	95	22	...	...	...	...	...	...	432	432	...	...	...	...	
...	...	...	...	3	279	127	...	...	816	...	...	...	2,116	2,932	...	...	...	...	
...	...	...	...	3	567	657	...	...	2,688	...	...	...	4,521	7,209	...	...	36	20	
...	...	...	...	...	40	20	...	...	...	213	...	203	...	416	...	...	...	...	
...	...	...	...	...	209	38	75	...	...	...	120	...	994	1,114	...	...	...	...	
...	...	...	...	3	816	715	75	...	2,688	213	120	203	5,515	8,739	...	...	36	20	

N. B.—Boys in Girls' Schools = 7 in Rohilkhand Division.

Vernacular.

FORM

Statistical Return of PRIMARY SCHOOLS *for* GIRLS, *under* PRIVATE

Divisions	Districts.	Class of Institutions.	Number of institutions	Number of scholars on the rolls on 31st March, 1885. Upper primary stage	Lower Primary Stage. Reading printed books	Lower Primary Stage. Not reading printed books	Total.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of scholars on 1885. English.	Hindi	Kaithi.	Urdu.	Bengali.	Latin.
	1	2	3	4a.	4b	4c.	4	5	6	7a.	7b.	7c.	7d	7e.	7f.
Allahabad	Allahabad ...	Unaided	1	25	25	10	60	52	50	..	2	...	...	58	...
	Cawnpore ...	Aided by Department ..	1	5	28	...	33	32	30	..	28	...	20	...	...
		Ditto by Local Fund Board	9	...	58	88	146	102	78	...	96	...	66	...	...
		Total ...	10	5	86	88	179	134	108	...	124	...	86	...	...
		Total aided by Department.	1	5	28	...	33	32	30	...	28	...	20	...	...
		Ditto Local Fund Boards,	9	...	58	88	146	102	78	...	96	...	66	...	...
		Ditto unaided ...	1	25	25	10	60	52	50	..	2	...	...	58	...
		GRAND TOTAL ...	**11**	**30**	**111**	**98**	**239**	**186**	**158**	...	**126**	...	**86**	**58**	...
Benares	Gorakhpur ...	Aided by Department ..	2	..	110	38	148	143	134	15	80	..	80	...	..
		Ditto by Local Fund Board.	4	...	100	50	150	145	130	...	130	...	20	...	...
		Total ...	6	...	210	88	298	288	264	15	210	...	100	...	...
	Azamgarh ...	Aided by Local Fund Board.	1	..	35	...	35	32	27	...	35	...	...	...	...
	Benares ..	Ditto ditto ...	11	72	467	194	733	701	575	1	717	...	15	...	...
	Ditto ...	Unaided ...	1	...	...	..	415	548	415	...	415	...	...	...	...
		Total ...	12	72	467	194	(a)1,148	1,249	990	1	1,132	...	15	..	...
	Ghazipur ...	Aided by Local Fund Board.	1	8	13	..	21	24	22	...	21	21	5	...	...
		Unaided ...	2	...	9	...	9	9	9	...	...	...	...	...	...
		Total ...	3	8	22	...	30	33	31	...	21	21	5	...	...
	Mirzapur ...	Aided by Local Fund Board.	6	...	103	...	103	99	87	8	64	...	47	...	...
		Unaided	1	...	30	...	30	31	24	...	30	...	...	...	...
		Total ...	7	...	133	...	133	130	111	8	94	...	47	...	...
		Total aided by Department.	2	...	110	38	148	143	134	15	80	...	80	...	...
		Do. aided by Local Fund Boards.	23	80	718	244	1,042	1,001	841	9	967	21	87	...	...
		Do. unaided ...	4	..	39	...	(a)454	503	448	...	445	...	...	...	...
		GRAND TOTAL ...	**29**	**80**	**867**	**282**	(a)**1,644**	**1,732**	**1,423**	**24**	**1,492**	**21**	**167**	...	...
Oudh	Lucknow ...	Aided by Local Fund Board.	13	22	346	...	368	373	275	...	30	...	346	...	...
	Sitapur ...	Unaided ...	4	...	100	...	100	95	71	...	78	...	22	...	...
	Gonda ...	Ditto ...	1	...	20	...	20	20	17	...	...	...	20	...	...
	Bahraich ...	Ditto ...	2	...	46	...	46	46	32	..	24	...	22	...	...
		Total aided by Local Fund Board.	13	22	346	...	368	373	275	...	30	...	346	...	...
		Ditto unaided ...	7	...	166	...	166	161	120	...	102	...	64	...	...
		GRAND TOTAL ...	**20**	**22**	**512**	...	**534**	**534**	**395**	..	**132**	...	**410**	...	...
		Total aided by Department.	4	10	271	56	338	343	317	15	157	...	257	...	...
		Do. by Local Fund Boards	129	185	2,727	852	3,764	3,505	2,830	37	2,301	21	1,519	3	...
		Do. by Municipal Boards	3	...	40	20	60	60	49	...	40	...	20	...	...
		Do. unaided ...	55	25	596	304	1,340	1,363	1,079	...	1,016	...	132	58	...
		GRAND TOTAL, N.-W. P. & OUDH.	**191**	**221**	**3,634**	**1,232**	(a)**5,502**	**5,271**	**4,275**	**52**	**3,514**	**21**	**1,928**	**61**	...

(a) Including 415 for whom

No. 9—(*concluded.*)

MANAGEMENT, *aided and unaided, for the official year* 1884-85—(concluded.)

Vernacular.

31st March, learning		Classification according to race or creed of the scholars of 31st March, 1885					Expenditure.							Examinations. Upper Primary		Lower Primary.		Remarks.
Persian.	Sanskrit.	Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.	Provincial Revenues.	Local rates or cesses.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources	Total.	Number of pupils in the class at the time of examination.	Number passed.	Number of pupils in the highest class of the Lower Primary section at the time of examination.	Number passed.	
7h.	7i.	8a.	8b.	8c.	8d.	8e.	9a.	9b.	9c.	9d.	9e	9f.	9	10a.	10b.	11a.	11b	12
							Rs.	Rs.	Rs	Rs.	Rs.	Rs.	Rs.					
...	...	...	4	56	...	...	...	...	...	...	1,824	...	1,824	6	5	7	7	
...	...	...	33	...	...	...	960	...	...	...	...	1 376	2,336	5	3	12	7	
...	...	...	14	76	56	...	...	540	...	...	12	743	1,295	...	...	...	...	In these schools no girls are prepared for either of the examinations shown in columns 10 and 11 of the statement.
...	...	...	47	76	56	...	960	540	...	...	12	2,119	3,631	5	3	12	7	
...	..	...	33	...	...	...	960	...	...	...	...	1,376	2,336	5	3	12	7	
...	...	...	14	76	56	...	...	540	...	...	12	743	1,295	...	...	...	...	
...	..	...	4	56	...	...	...	...	...	...	1,824	...	1,824	6	5	7	7	
...	...	...	51	132	56	...	960	540	...	...	1,836	2,119	5,455	11	8	19	14	
...	...	...	148	...	...	...	420	...	...	...	240	756	1,416	...	...	...	...	
...	...	...	...	100	50	...	...	360	120	20	...	620	1,120	...	...	...	...	
...	...	...	148	100	50	...	420	360	120	20	240	1,376	2,536	...	...	...	...	
...	...	...	3	26	6	...	...	120	...	...	...	120	240	...	...	...	...	
...	...	...	70	614	49	...	...	3,744	400	7	884	3,746	8,781	...	...	...	...	
...	...	...	...	415	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	70	1,029	49	...	...	3,744	400	7	884	3,746	8,781	...	...	...	...	
...	...	...	21	...	...	...	...	120	...	...	120	...	240	...	...	13	10	
...	...	...	...	...	9	...	...	...	...	12	...	...	12	...	...	...	...	
...	...	...	21	...	9	...	...	120	...	12	120	...	252	...	...	13	10	
...	...	...	18	46	39	...	...	720	...	6	390	...	1,116	...	...	...	...	
...	...	...	...	30	...	...	...	...	...	...	200	...	200	...	...	...	...	
...	...	...	18	76	39	...	...	720	...	6	590	...	1,316	...	...	...	...	
...	...	...	148	...	...	...	420	...	...	...	240	756	1,416	...	...	...	...	
...	...	...	112	786	144	...	...	5,064	520	33	1,394	4,486	11,497	...	...	13	10	
...	...	...	...	445	9	...	...	...	...	12	200	...	212	...	...	...	...	
...	...	...	260	1,231	153	...	420	5,064	520	45	1,834	5,242	13125	...	..	13	10	
16	...	...	2	8	358	...	...	1,687	...	...	...	2,560	4,247	9	5	17	10	
...	...	...	...	64	36	...	...	...	...	...	...	347	347	...	...	...	...	
...	...	...	1	...	18	1	...	...	...	...	...	108	108	...	...	...	...	
...	...	...	2	23	21	...	...	...	..	...	...	198	198	...	...	8	4	
16	...	...	2	8	358	...	...	1,687	...	...	...	2,560	4,247	9	5	17	10	
..	...	...	3	87	75	1	...	...	...	...	...	653	653	...	...	8	4	
16	...	...	5	95	433	1	...	1,687	...	...	...	3,213	4,900	9	5	25	14	
...	...	...	338	...	...	...	2,880	...	...	...	3,600	2,132	8,612	10	8	18	13	
37	...	...	366	2,017	1,381	...	...	12,415	520	33	1,456	20,144	34,568	70	55	175	122	
...		...	...	40	20	...	...	...	213	...	203	...	416	...	...	...	...	
...	30	...	7	1,035	222	76	...	..	320	132	2,144	2,323	4,919	6	5	15	11	
37	30	...	711	3,092	1,623	76	2,880	12,415	1,053	165	7,403	24,599	48,515	86	68	208	146	

N. B.—Boys in Girls' Schools = 17.

details are given.

E. WHITE, C.S.,
Director of Public Instruction, N.-W. P. and Oudh.

FORM

Statistical return of schools for SPECIAL

Class of Institutions.	Number of Institutions.	Number of scholars on the rolls on 31st March, 1885.			Average number on the rolls monthly during the year.	Average daily attendance.	Number of scholars on 31st March, 1885, learning							
		Upper grade.	Lower grade.	Total.			English.	Hindi.	Urdu.	Kaithi.	Latin.	Arabic.	Persian.	Sanskrit.
1	2	3a.	3b.	3	4	5	6a.	6b.	6c.	6d.	6e.	6f.	6g.	6h.
UNDER PUBLIC MANAGEMENT.														
MAINTAINED BY LOCAL FUND BOARDS.														
Training Schools for Masters.														
Meerut	1	37	...	37	38	37	...	12	25	...	...	...	...	...
Agra	1	24	14	38	40	37	...	38	...	...	...	...	...	...
Bareilly	1	26	17	43	40	39	...	6	37	...	...	...	...	...
Allahabad	1	23	35	58	59	56	...	47	11	...	...	...	...	...
Benares	1	28	17	45	45	41	...	40	5	...	...	...	...	...
Jhánsi	1	10	...	10	11	10	...	10	...	...	...	...	...	...
Lucknow	1	4	26	30	34	33	...	30	30	...	...	...	...	...
Sitapur	1	5	36	41	40	38	...	41	41	...	...	...	5	...
Gonda	1	1	37	38	37	35	...	38	33	...	...	...	1	...
Rai Bareli	1	1	36	37	36	34	...	37	37	...	...	...	1	...
Total ...	10	159	218	377	380	360	...	299	224	...	...	...	7	...
Training Schools for Mistresses.														
Hardoi	1	...	2	2	2	2	...	2	...	...	...	...	...	...
Sitapur	1	...	2	2	3	3	...	2	...	...	...	...	...	...
Total ...	2	...	(a)4	4	5	5	...	4	...	...	...	...	...	...
Total, Under Public Management,	12	159	222	381	385	365	...	303	224	...	...	...	7	...
UNDER PRIVATE MANAGEMENT.														
AIDED BY LOCAL FUND BOARDS.														
Training Schools for Masters.														
Bareilly	1	7	15	22	21	20	...	7	22	...	...	...	15	...
Training Schools for Mistresses.														
Benares	1	43	49	92	90	84	92	92	92	...	...	...	...	...
Industrial Schools for Males.														
Gorakhpur	1	...	45	45	42	40	...	...	45	...	...	...	...	...
Industrial Schools for Females.														
Benares	1	...	141	141	141	127	...	...	...	...	...	...	...	...
Total, Under Private Management,	4	50	250	300	294	271	92	99	159	...	...	...	15	...
GRAND TOTAL, N. W. P. & OUDH,	16	209	472	681	679	636	92	402	383	...	...	...	22	...
UNDER PUBLIC MANAGEMENT.														
MAINTAINED BY OTHER DEPARTMENTS.														
Patwaris Schools.														
Saháranpur	1	171	...	171	53	53	...	20	151	...	...	...	...	...
Muzaffarnagar	1	81	...	81	82	66	...	10	71	...	...	...	...	...
Meerut	1	38	...	38	39	31	...	4	34	...	...	...	...	...
Bulandshahr	1	114	...	114	70	45	...	18	96	...	...	...	...	...
Aligarh	1	38	...	38	46	20	...	25	13	...	...	...	...	...
Allahabad	1	76	...	76	76	76	...	74	2	...	...	...	...	...
Fatehpur	1	...	52	52	38	25	...	52	...	...	...	...	...	...
Hamírpur	1	72	...	72	76	48	...	72	...	...	...	...	...	...
Bánda	2	90	...	90	78	49	...	90	...	...	...	...	...	...
Jaunpur	1	...	25	25	18	11	...	25	...	...	...	...	...	...
Total ...	11	680	77	757	576	424	...	390	367	...	...	...	...	...

No. 10.

INSTRUCTION, *for the official year* 1884-85.

Classification according to age or creed of the scholars on 31st March, 1885					Expenditure.							Examinations.				Remarks.
												Upper grade.		Lower grade.		
Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.	Provincial Revenues.	Local rates or Cesses.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Number of examinees.	Number passed.	Number of examinees.	Number passed.	
7a.	7b.	7c.	7d.	7e.	8a.	8b.	8c.	8d.	8e.	8f.	8	9a.	9b	10a.	10b.	11
					Rs	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.					
...	...	23	14	...	...	5,550	...	...	...	...	5,550	37	22	...	5	
...	...	36	2	...	...	5,147	...	...	...	135	5,282	24	24	14	14	
...	...	26	17	...	...	4,818	...	12	...	...	4,830	26	24	17	6	
...	...	49	9	...	...	7,690	...	...	...	...	7,690	23	21	35	27	
...	...	40	5	...	...	4,898	...	...	...	...	4,898	28	28	17	12	
...	...	10	...	...	...	1,604	...	...	...	...	1,604	10	5	...	2	
...	...	18	12	...	...	4,462	...	...	...	7	4,469	4	3	26	15	
...	...	30	11	...	...	3,775	...	...	...	...	3,775	5	2	37	11	Two candidates passed Middle Class Vernacular examination.
...	...	22	16	...	...	3,863	...	...	...	...	3,863	1	...	37	25	
...	...	26	11	...	...	3,574	...	...	...	...	3,574	1	...	36	13	
...	...	280	97	...	...	45,381	...	12	...	142	45,535	159	129	219	130	
...	...	2	...	...	...	164	...	...	...	...	164	...	...	...	...	
...	...	2	...	...	...	...	...	...	...	18	18	...	...	...	...	
...	...	4	...	...	...	164	...	...	...	18	182	...	...	...	...	(a) Taught up to the Upper Primary and Lower Primary Standards of Village Schools.
...	...	284	97	...	...	45,545	...	12	...	160	45,717	159	129	219	130	
...	22	...	...	...	...	600	...	...	...	1,506	2,106	3	3	3	3	
...	92	...	...	...	...	2,400	...	1,148	1,200	1,664	6,412	...	...	...	...	
...	45	...	...	...	...	600	...	...	...	312	912	...	...	...	...	
...	141	...	...	...	...	480	...	...	720	...	1,200	...	...	...	...	
...	300	...	...	...	...	4,080	...	1,148	1,920	3,482	10,630	3	3	3	3	
...	300	284	97	...	...	49,625	...	1,160	1,920	3,642	56,347	162	132	222	133	
...	...	131	40	...	...	...	...	498	...	...	498	97	94	...	...	
...	...	69	12	...	...	433	...	...	...	...	433	70	50	...	...	
...	...	31	7	...	...	363	...	...	...	...	363	86	45	...	...	
...	...	108	6	...	...	54	...	437	...	...	491	120	93	...	...	
...	...	37	1	...	...	431	...	...	...	...	431	36	8	...	...	
...	...	63	13	...	416	...	...	...	...	...	416	76	66	...	...	
...	...	49	3	...	...	345	...	...	...	...	345	...	...	48	48	
...	...	72	...	...	...	324	...	...	...	...	324	72	46	...	...	
...	...	86	4	...	540	...	...	...	...	...	540	90	47	...	...	
...	...	25	...	...	352	...	...	...	...	...	352	...	...	25	8	
...	...	671	86	...	1,308	1,950	...	935	...	...	4,193	647	449	73	56	

R. WHITE, C.S.,
Director of Public Instruction, N.-W. P. and Oudh.

EDUCATION,—GENERAL TABLE I.

Abstract Return of Colleges, Schools, and Scholars in North-Western Provinces and Oudh, at the end of the official year 1884-85.

(For details see General Table III.)

Area and Population.				Public Institutions.							Private Institutions				
				University Education.		*School Education, General.*		*School Education, Special.*							
Total Area in Square Miles.	Number of Towns* and Villages.	Population.		Arts Colleges.	Professional Colleges	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.	Total of Public Institutions.	Advanced.	Elementary (a)	Grand Total.	Percentage of	Remarks.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
106,111 5	Towns, 297	Males, 22,912,556	Institutions. For Males ...	14	4	566	10,002	11	13	10,610	1,758	4,894	17,262	Institution to No. of towns and villages. 16·38	
	Villages, 105,124	Females, 21,195,313	For Females,	...	...	16	373	3	1	393	...	57	450	·42	
	Total, 105,421	Total, 44,107,869	Total ...	14	4	582	10,375	14	14	11,003	1,758	4,951	17,712	16·80	
			Scholars. Males ...	930	266	61,473	245,312	399	891	309,271	23,958	54,229	387,458	Male scholars to male population of school-going age.* 11·27	
			Females ...	...	...	1,354	10,269	96	141	11,860	...	1,256	13,116	Female scholars to female population of school-going age.† ·41	
			Total ...	930	266	62,827	255,581	495	1,032	321,131	23,958	55,485	400,574	6 05	

* A town contains 5,000 inhabitants or upwards. A village contains less than 5,000 inhabitants. A Municipality, whatever its population, is entered as a town.
† The population of school-going age is taken at 15 per cent. of the whole population.
(a) Including European and Eurasian Schools and other Schools, as per General Table III.

E. WHITE, *C.S.*,
Director of Public Instruction, N.-W. P. and Oudh.

EDUCATION,—GENERAL TABLE II.

Abstract Return of Expenditure on Public Instruction in North-Western Provinces and Oudh, for the official year 1884-85.

(For details see General Table IV.)

	Total direct expenditure on Public Instruction.							Total indirect expenditure on Public Instruction.								Total expenditure on Public Instruction.	Remarks.
	University education.		*School education, general.*		*School education, special.*		Total.	University.	Direction.	Inspection.	Scholarships.	Buildings.	Special grants for furniture and apparatus.	Miscellaneous.	Total.		
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other special Schools.											
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
1. Institutions ... For Males	2,31,066	1,44,641	8,18,289	7,77,981	47,641	27,576	20,47,194	5,636	38,945	2,32,308	63,663	2,75,686	18,410	30,026	6,64,674	27,11,868	
For Females ...	...	...	1,56,995	94,244	6,594	1,200	2,59,033	...	...	...	...	...	...	...	...	2,59,033	
Total ...	2,31,066	1,44,641	9,75,284	8,72,225	54,235	28,776	23,06,227	5,636	38,945	2,32,308	63,663	2,75,686	18 410	30,026	6,64,764	29,70.901	
2. (a) Percentages* of Provincial Expenditure included in columns 2—17 to Total Provincial Expenditure on Public Instruction	20·62	21·90	15·60	1·68	...	3 72	63·47	...	6·17	...	2·55	26·35	·07	1 39	36·53	100	
(b) Percentages* of Local Fund Expenditure included in columns 2—17 to Total Local Fund Expenditure on Public Instruction	·34	...	29 01	40·41	3·57	·22	73 55	...	...	17·09	2·04	5·87	·17	1·28	26·45	100	
(c) Percentages* of Municipal Expenditure included in columns 2—17 to Total Municipal Expenditure on Public Instruction	7·14	...	48·24	38·14	...	...	93·52	...	...	...	5·35	·63	·14	·36	6·48	100	
(d) Percentages of Total Expenditure in columns 2—17 to Total Expenditure on Public Instruction	7 77	4·87	32·83	29·36	1·83	·97	77 63	·19	1·31	7·82	2·14	9·28	·62	1·01	22·37	100	

EDUCATION,—GENERAL TABLE II.

Abstract Return of Expenditure on Public Instruction in North-Western Provinces and Oudh, for the official year 1884-85—(concluded).

(For details see General Table IV.)

		Total direct expenditure on Public Instruction.							Remarks.
		University education.		*School education, general.*		*School education, special.*		Total.	
		Arts Colleges	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other special Schools.		
1		2	3	4	5	6	7	8	9
		Rs. a. p.	Rs. a. p.	Rs. a. p	Rs. a. p.	Rs. a. p.	Rs. a. p	Rs. a. p.	
3. Average annual cost* of educating each pupil in—									
Departmental Institutions.	Cost to Provincial Revenues ...	171 3 11	...	24 11 6	4 3 7	...	...	97 4 1	
	Cost to Local & Municipal Funds,	...	...	...	...	...	...	...	
	Total, Cost ...	194 0 3	...	36 10 9	4 3 7	...	...	114 2 7	
Local Fund Schools.†	Cost to Provincial Revenues ...	...	...	...	...	...	...	...	
	Cost to Local Funds ...	250 5 4	...	7 6 4	3 0 7	118 4 9	...	4 2 2	
	Total, Cost ...	262 5 4	...	9 2 10	3 1 6	118 13 7	...	4 8 6	
Municipal Schools.†	Cost to Provincial Revenues ..	...	...	...	...	...	...	...	
	Cost to Municipal Funds ..	...	...	8 9 7	3 15 3	...	...	4 7 4	
	Total, Cost ...	...	...	11 7 6	4 10 5	...	...	5 6 4	
Other Departmental Institutions.	Cost to Provincial Revenues ...	...	880 13 5	...	...	...	34 12 0	199 9 0	
	Cost to Local Funds ...	...	...	...	...	...	2 14 1	2 5 6	
	Total, Cost ...	...	886 10 3	...	...	...	39 7 1	197 7 5	
Aided Institutions.	Cost to Provincial Revenues ...	108 11 1	19 6 2	5 14 3	0 14 5	...	...	4 14 6	
	Cost to Local & Municipal Funds,	22 6 0	...	6 15 3	3 12 6	27 0 5	5 14 5	5 13 9	
	Total, Cost ...	333 8 0	75 14 0	37 4 9	12 9 4	76 11 9	11 8 7	30 4 3	
Unaided Institutions.	Total, Cost ...	572 9 9	31 6 7	11 13 6	3 14 5	...	...	4 9 3	
All Institutions.	Cost to Provincial Revenues ...	142 11 8	531 10 9	1 10 5	0 0 8	...	27 5 6	1 5 9	
	Cost to Local & Municipal Funds,	10 11 0	...	7 3 2	2 7 8	97 14 0	3 8 5	3 9 11	
	Total, Cost ...	253 5 9	55 10 1	16 6 3	3 12 1	109 5 6	33 8 0	7 13 4	

* The annual cost is calculated on the *direct* expenditure only. The average cost of educating each pupil is obtained by dividing the direct expenditure by the average number on the rolls monthly during the year.

† The average cost of each pupil in Local Fund and Municipal Schools is obtained from the figures given in General Table VII.

E. WHITE, C.S.,
Director of Public Instruction, N.-W. P. and Oudh.

EDUCATION,—GENERAL TABLE III.

Return of Colleges, Schools and Scholars in North-Western Provinces and Oudh for the official year 1884-85.

Class of institutions.	PUBLIC INSTITUTIONS. Under Public Management. Maintained by the Department. Number of Institutions.	Number of Scholars on the rolls on 31st March, 1885.	Average number on the rolls monthly during the year.	Average daily attendance.	Maintained by Local Fund and Municipal Boards. Number of Institutions.	Number of Scholars on the rolls on 31st March, 1885.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9
Arts Colleges.								
University Education. English	2	153	158	143	1	12	12	11
Oriental	1	428	413	371	...	...	...	...
Colleges or Departments of Colleges for Professional Training.								
Law	...	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...
Engineering ...	...	...	...	...	...	...	...	...
Total ...	3	581	571	514	1	12	12	11
Secondary Schools.								
School Education, General. For Boys, English ...	1	466	461	401	42	8,847	8,550	7,031
For Boys, Vernacular,	1	60	65	52	431	36,336	33,874	28,836
For Girls, English ...	...	...	...	...	...	...	...	...
For Girls, Vernacular,	...	...	...	...	...	...	...	...
Total ...	2	526	526	453	473	45,183	42,424	35,870
Primary Schools.								
For Boys	1	47	44	23	4,987	177,031	168,625	136,097
For Girls	...	...	...	...	169	3,860	3,842	2,998
Total ...	1	47	44	23	5,156	180,891	172,467	139,095
Schools for Special Instruction.								
School Education, Special. Training Schools for Masters.	...	...	...	...	10	377	380	360
Training Schools for Mistresses.	...	...	...	...	2	4	5	
Schools of Art ...	...	...	...	...	...	...	...	...
Law Schools ...	...	...	...	...	...	...	...	...
Medical Schools ...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools.	...	...	...	...	...	...	...	...
Industrial Schools. For Males ..	...	...	...	...	...	...	...	...
Industrial Schools. For Females,	...	...	...	...	...	...	...	...
Other Schools ...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	12	381	385	365
Total of Colleges and Schools of Public Instruction.	6	1,154	1,141	990	5,642	226,467	215,268	175,341

EDUCATION,—GENERAL

Return of Colleges, Schools and Scholars in North-Western

Class of institutions	PUBLIC INSTITUTIONS.—(*concluded*)											
	UNDER PUBLIC MANAGEMENT				UNDER PRIVATE MANAGEMENT.							
	A.—*Aided by the Department.* B.—*Maintained by other Departments.*				*Aided by the Department or by Local Fund or Municipal Boards.*				*Unaided.*			
	Number of institutions	Number of scholars on the rolls on 31st March, 1885	Average number on the rolls monthly during the year	Average daily attendance	Number of institutions	Number of Scholars on the rolls on 31st March, 1885.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March, 1885.	Average number on the rolls monthly during the year.	Average daily attendance.
1	10	11	12	13	14	15	16	17	18	19	20	21
UNIVERSITY EDUCATION.												
Arts Colleges.												
English	A 1	13	13	12	4	181	186	162	3	26	26	22
Oriental	...	...	...	...	1	113	99	86	1	4	5	4
Colleges or Departments of Colleges for Professional Training.												
Law ...	A 1	35	31	26	1	(a) 59	57	36	1	17	17	14
Medicine	...	..	...	...	...	...	...	...	...	...	...	...
Engineering ...	B 1c	155	...	...	...	...	...	...	...	...	...	...
Total ...	3	203	44	38	6	353	342	284	5	47	48	40
SCHOOL EDUCATION, GENERAL.												
Secondary Schools.												
For Boys, English ...	..	...	...	...	65	12,946	12,423	10,253	13	1,745	1,771	1,316
For Boys, Vernacular,	...	...	...	...	11	883	842	662	2	191	188	157
For Girls, English ..	...	...	...	...	14	1,242	1,202	1,127	1	64	64	58
For Girls, Vernacular,	...	...	...	...	1	48	46	40	...	...	...	...
Total ...	...	...	...	...	91	15,118	14,513	12,082	16	2,000	2,023	1,531
Primary Schools.												
For Boys ...	...	...	...	...	115	6,936	6,409	5,116	4,899	61,298	47,259	40,382
For Girls	...	...	...	...	149	5,069	4,800	3,933	55	1,340	1,363	1,079
Total ...	...	...	...	...	264	12,005	11,209	9,049	4,954	62,638	48,622	41,461
SCHOOL EDUCATION, SPECIAL.												
Schools for Special Instruction.												
Training Schools for Masters.	...	...	...	...	1	22	21	20	...	...	...	...
Training Schools for Mistresses.	...	...	...	...	1	92	90	84	...	...	...	...
Schools of Art ...	...	...	...	...	...	...	...	...	...	...	...	...
Law Schools ...	...	...	...	...	...	...	...	...	...	..	...	...
Medical Schools ...	B 1*	89	100	95	...	...	...	...	...	...	...	...
Engineering and Surveying Schools	...	...	...	...	...	...	...	...	...	...	...	...
Industrial Schools. For Males,	...	...	...	...	1	45	42	40	...	...	...	...
Industrial Schools. For Females	...	...	...	...	1	141	141	127	...	...	...	...
Other Schools ...	B 11	757	576	424	...	...	...	...	...	...	...	...
Total ...	12	846	676	519	4	300	294	271	...	...	...	...
Total of Colleges and Schools for Public Instruction.	15	1,049	720	557	365	27,776	26,358	21,686	4,975	64,685	50,693	43,032

PRIVATE INSTITUTIONS ...
1. Advanced teaching—
   (a) Arabic or Persian ... ...
   (b) Sanskrit ... ...
   (c) Any other Oriental Classic ... ...
2. Elementary teaching a Vernacular only or mainly ... { For boys ... / „ girls ...
3. European and Eurasian Schools not conforming to Departmental Standards. { For boys ... / „ girls ...
4. Other schools not conforming to Departmental Standards. { For boys ... / „ girls ...

Total ...

GRAND TOTAL ...

I.—The term *classical language* in column 25 includes European and
II.—Mixed schools shown as boys' schools or as girls' schools, according
III.—Where boys and girls attend the same school, the column shows
(b) Including 995 schools and 8,026 scholars, of which no details
(c) This college is not shown in the subsidiary forms.

TABLE III—(*concluded*).

Provinces and Oudh for the official year 1884-85.

Grand Total of Public Institutions.	Grand Total of Scholars on the 31st of March, 1885.	Number of scholars on the 31st of March, learning			Classification of scholars on the 31st of March according to race or creed.							Remarks.
		English	A classical language.	A vernacular language.	Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.			
22	23	24	25	26	27a	27b	27c	27d	27e	27f	27g	28
11	385	385	321	4	20	4	310	50	1	...	...	
3	545	48	492	53	...	...	481	64	...	..	...	(a)—Out of these 45 who are both the Arts and Law Students should be deducted from the Grand Total.
3	111	17	...	...	2	3	94	12	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
1	155	...	...	...	61	1	79	14	...	...	...	
18	1,196	450	813	57	83	8	964	140	1	...	...	
121	24,004	21,905	10,667	13,772	931	855	17,428	4,742	48			
445	37,469	278	5,670	37,362	...	6	28,647	8,813	3			
15	1,306	1,229	238	778	770	496	31	...	3			
1	48	9	...	73	...	45	3	...	...			
582	62,827	23,421	16,575	51,985	1,707	1,402	46,109	13,555	54			
10,002	2,45,312	4,283	49,247	2,08,391	468	1,056	1,95,643	47,757	388			
373	10,269	510	351	10,407	124	1,146	5,806	3,116	77			
10,375	2,55,581	4,793	49,598	2,18,798	592	2,202	2,01,449	50,873	465			
11	399	...	22	552	...	22	280	97	...			
3	96	92	...	188	...	92	4	...	...			
...	...	...	...	...	...	...	...	...	...			
...	...	...	...	...	...	...	...	...	...			
1	89	...	...	89	...	15	35	39	...	...	..	*This school is not shown in subsidiary forms.
...	...	...	...	...	...	...	...	...	...			
1	45	...	...	45	...	45	...	...	...			
1	141	...	...	...	...	141	...	...	...			
11	757	...	..	757	...	...	671	86	..			
28	1,527	92	22	1,631	...	315	990	222	...	...	...	162 girls in boys' schools.
11,003	3,21,131	28,756	67,008	2,72,471	2,382	3,927	2,49,512	64,790	520	...	...	41 boys in girls' schools.
1,180	13,667	3	14,881	969	...	...	4,573	9,094	...			
445	9,136	...	9,130	212	...	...	9,136	...	...			
133	1,155	4	169	982	...	...	673	482	...			
(b) 4,620	(b)50,200	741	16,811	26,126	...	186	28,519	13,222	272			
(b) 48	(b) 689	...	130	539	...	...	449	140	75			
...	...	...	...	...	...	...	...	...	...			
2	52	52	...	...	52	...	...	...	...			
2=4	4,029	25	1,418	2,586	...	...	3,535	494	...			
7	515	...	9	506	...	...	483	32	..			
(b) 6,709	(b) 79,443	825	42,548	31,920	52	186	47,368	23,464	347	...	..	1 girl in boys' schools. 14 boys in girls' schools.
(b) 17,712	(b) 4,00,574	29,581	1,09,556	3,04,391	2,434	4,113	2,96,880	88,254	867	...	...	163 total girls in boys' „ 55 „ boys in girls „

Oriental classical languages.
as the number of boys or of girls is greater.
the number of girls in boys' schools and the number of boys in girls' schools are given by the Inspector, Oudh.

E. WHITE, *C.S.*,
Dir. of Public Instrn., N.-W. P. and Oudh.

EDUCATION,—GENE

Return of Expenditure on Public Instruction in North-

Object of Expenditure.	PUBLIC IN						
	UNDER PUBLIC						
	Maintained by the Department.						
	Provincial Revenues.	Local Rates or Cesses	Municipal Funds	Fees.	Subscriptions.	Endowments and other sources	Total.
1	2a	2b	2c	2d	2e	2f	2
	Rs.	Rs.	Rs.	Rs	Rs.	Rs.	Rs
Arts Colleges.							
UNIVERSITY EDUCATION. English	82,259	...	...	7,558	...	5,113	94,930
Oriental	15,522	...	...	...	...	332	15,854
Colleges or Departments of Colleges for Professional Training							
Law	...	...	...	...	...	...	...
Medical	...	...	...	...	...	...	...
Engineering	...	...	...	...	..	...	...
Total ...	97,781	...	...	7,558	...	5,445	1,10,784
Secondary Schools.							
SCHOOL EDUCATION, GENERAL. For Boys ... English ...	11,804	...	...	5,021	...	48	16,873
For Boys ... Vernacular ...	1,200	...	...	...	1,217	...	2,417
„ Girls ... English ...	...	...	...	...	...	...	...
„ Girls ... Vernacular ...	...	...	...	...	...	...	..
Total ...	13,004	...	..	5,021	1,217	48	19,290
Primary Schools.							
For Boys	186	...	...	...	...	...	186
„ Girls	...	...	...	...	...	...	...
Total ...	186	...	...	...	...	...	186
Schools for Special Instruction.							
SCHOOL EDUCATION, SPECIAL. Training Schools for Masters ...	...	...	...	...	...	...	...
Training Schools for Mistresses,	...	...	...	...	..	...	...
Schools of Art	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...
Industrial Schools for Males ...	...	...	...	...	...	...	...
Ditto ditto for Females,	...	...	...	...	...	...	...
Other Schools	...	...	...	...	...	...	...
Total ...	...	...	...	..	...	...	...
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
Scholarships held in ... Arts Colleges ...	5,980	...	...	...	...	938	6,918
Professional Colleges,	...	...	..	...	...	...	...
Secondary Schools ...	360	...	...	...	...	48	408
Primary Schools ...	...	...	...	...	...	...	...
Special Schools other than Training Schools,	...	...	...	...	...	...	...
Buildings	55,300	...	...	...	...	...	55,300
Furniture and Apparatus (Special grants only).	327	...	...	...	...	...	327
Miscellaneous	2,193	...	...	...	...	...	2,193
Total —	64,160	...	...	...	...	986	65,146
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION.	1,75,131	...	...	12,579	1,217	6,479	1,95,406

I.—Fractions of a rupee are omitted

II —If the income of any school maintained by the Department (or by a Local or Municipal Board) exceeds the expenditure of the school being thus equalised. If in such school the income from fees or other private sources alone

III.—If the income of any aided school exceeds the expenditure, the excess proportionately deducted from the sub head of fees also The actual receipts from Provincial Revenues and from Local and Municipal Funds are shown

IV.—In calculating the expenditure from Provincial Revenues or any other Fund, all payments or contributions sub-heads to which they belong.

V —The expenditure under 'University' 'Direction' and 'Inspection' is shown only in column 7, and its sub-divi-

VI —The expenditure on stipends held in Training Schools is shown as part of the expenditure in those schools,

(a) These are Middle Class Examination scholarships given in Normal Schools.

RAL TABLE IV.

Western Provinces and Oudh for the official year 1884-85.

STITUTIONS.

MANAGEMENT.

Maintained by Local Fund and Municipal Boards.							*A —Aided by the Department.* *B —Maintained by other Departments.*						
Provincial Revenues.	Local Rates or Cesses.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues	Local Rates or Cesses.	Municipal Funds	Fees.	Subscriptions.	Endowments and other sources.	Total.
3a	3b	3c	3d	3e	3f	3	4a	4b	4c	4d	4e	4f	4
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	3,004	...	144	...	...	3,148	A 1,800	1,608	...	184	938	...	4,530
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	A 971	...	...	2,329	1,500	120	4,920
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	B 1,36,530	...	...	...	...	900	1,37,430
...	3,004	...	144	...	...	3,148	1,39,301	1,608	...	2,513	2,438	1,020	1,46,880
...	1,67,902	11,585	37,895	1,850	5,378	2,24,610	...	...	...	...	...	...	...
...	1,41,747	6,198	15,459	1,177	1,508	1,66,089	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	3,09,649	17,783	53,354	3,027	6,886	3,90,699	...	...	...	...	...	...	...
...	4,94,674	21,407	4,453	1,580	1,130	5,23,244	...	...	...	...	...	...	...
...	16,515	1,032	...	252	48	17,847	...	...	...	...	...	...	...
...	5,11,189	22,439	4,453	1,832	1,178	5,41,091	...	...	...	...	...	...	...
...	45,381	...	12	...	142	45,535	...	...	...	...	...	...	...
...	164	...	...	...	18	182	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	B 22,183	...	...	...	...	288	22,471
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	B 1,308	1,950	...	935	...	...	4,193
...	45,545	...	12	...	160	45,717	23,491	1,950	...	935	...	288	26,664
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	228	...	...	117	345	192	...	...	...	...	...	192
...	...	...	...	...	...	...	595	...	...	...	...	...	595
4,559	26,036	3,298	...	737	1,747	36,377	...	...	...	...	...	...	...
..	160	...	...	...	...	160	...	...	...	...	...	...	...
(a)188	...	...	...	...	...	188	72	...	...	...	...	...	72
...	78,335	300	...	...	97	78,732	10,000	...	...	...	...	...	10,000
...	1,936	102	6	...	...	2,043	...	...	...	...	...	...	...
949	17,321	253	1,182	...	73	19,778	...	...	...	...	...	...	...
5,696	1,23,787	4,181	1,188	737	2,034	1,37,623	10,859	...	...	...	...	...	10,859
5,696	9,93,174	44,403	59,151	5,596	10,258	11,18,278	1,73,651	3,558	...	3,448	2,438	1,308	1,84,403

expenditure, the return of Government (or Local or Municipal) expenditure is reduced accordingly, the income and exceeds the expenditure, the excess income and the sources from which it is derived are shown in the column of remarks sub-heads of endowments, subscriptions, and other sources; or, if the receipts from those sources are insufficient, from in full.

from fees or other sources credited to that Fund are deducted. Such payments are shown as expenditure under the

lons, and not in the preceding columns.

ot under the head of scholarships.

EDUCATION,—GENERAL.

Return of Expenditure on Public Instruction in North-

Object of Expenditure.	PUBLIC IN						
	UNDER PRIVATE						
	Aided by the Department or by Local Fund or Municipal Boards.						
	Provincial Revenues.	Local Rates or Cesses.	Municipal Funds.	Fees.	Subscriptions	Endowments and other sources.	Total.
1	5a	5b	5c	5d	5e	5f	5
	Rs.	Rs.	Rs.	Rs.	Rs	Rs.	Rs.
Arts Colleges.							
UNIVERSITY EDUCATION. English	27,884	...	5,061	5,260	295	49,877	88,377
Oriental	2,707	...	...	21	...	3,748	6,476
Colleges or Departments of Colleges for Professional Training							
Law	735	...	...	582	...	440	1 757
Medicine...	...	...	...	..	...	...	...
Engineering	...	...	...	...	...	...	...
Total ..	31,326	...	5,061	5,863	295	54,065	96,610
Secondary Schools.							
SCHOOL EDUCATION, GENERAL. For Boys ... English ...	68 065	63,205	15,654	79,188	25,315	1,25,393	3,76,820
Vernacular ..	1,200	2,570	240	849	1,465	2,592	8,916
„ Girls .. English ...	16,200	18,156	510	50,468	2,312	66,869	1,54,515
Vernacular ...	...	540	...	...	...	540	1,080
Total ...	85,465	84,471	16.404	1,30,505	29,092	1,95,394	5,41,331
Primary Schools.							
For Boys	3,860	20,357	3,494	10,864	13,022	18,016	69,613
„ Girls	6,240	17,438	1,093	7,503	6,644	32,560	71,478
Total ...	10,100	37,795	4,587	18,367	19,666	50,576	1,41,091
Schools for Special Instruction.							
SCHOOL EDUCATION, SPECIAL. Training Schools for Masters ...	...	600	...	...	...	1,506	2,106
Ditto for Mistresses,	...	2,400	...	1,148	1,200	1,664	6,412
Schools of Art	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...
Industrial Schools for Males ..	...	600	...	...	...	312	912
Ditto for Females...	...	480	...	...	720	...	1,200
Other Schools	...	...	...	...	...	...	...
Total ...	...	4,080	...	1,148	1,920	3,482	10 630
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...		...	...
Scholarships held in ... Arts Colleges ...	2,851	...	45	...	1,709	6 419	11,024
Professional Colleges ...	...	...	.	..	...	...	...
Secondary Schools ...	1,328	1,536	220	272	1,221	2,520	7,092
Primary Schools ...	...	...	...	...	112	...	112
Special Schools other than Training Schools,	...	...	...	...	...	...	...
Buildings	1,00,910	1,396	143	360	609	27 901	1,31,309
Furniture and Apparatus (Special grants only)	150	300	...	248	...	14,834	15 532
Miscellaneous	...	...	...	265	314	1,058	1,637
Total ..	1,05,234	3 232	408	1,135	3,965	52,732	1,66,706
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION.	2 32,125	1,29,578	26,460	1 57,018	54,938	3 56,249	9,56,368

(a)—Including Rs. 77 on account
(b)—Including Rs 320 on account
(c)—Net receipts amounted to Rs.
(d)—Includes Rs 4,786 on account
(e)—To this amount R . 397 includ

TABLE IV—*(concluded).*

Western Provinces and Oudh for the official year 1884-85.

STITUTIONS.										
MANAGEMENT.				TOTAL EXPENDITURE FROM—						
Unaided.										Remarks.
Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Local Rates or Cesses.	Municipal Funds.	Fees.	All other sources.	GRAND TOTAL.	
6a	6b	6c	6	7a	7b	7c	7d	7e	7	8
Rs.	Rs.	Rs	Rs.	Rs	Rs.	Rs.	Rs.	Rs	Rs.	
657	...	15,734	16,391	1,11,943	4,612	5,061	13,803	71,957	2,07,376	
83	22	*a* 1,255	*a* 1,360	18,229	...	...	104	5,357	23,690	
534	...	...	534	1,706	...	...	3,445	2,060	7,211	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	1,36,530	...	...	...	900	1,37,430	
1,274	22	*a* 16,989	*a* 18,285	2,68,408	4,612	5,061	17,352	80,274	3,75,707	
2,101	3,968	15,895	21,964	79,869	2,31,107	27,239	1,24,205	1,77,847	6,40,267	
240	360	...	600	2,400	1,44,317	6,438	16,548	8,319	1,78,022	
...	1,400	...	1,400	16,200	18,156	510	50,468	70,581	1,55,915	
...	...	...	...	...	540	...	...	540	1,080	
2,341	5,728	15,895	23,964	98,469	3,94,120	34,187	1,91,221	2,57,287	9,75,284	
81,529	72,780	30,629	1,84,938	4,046	5,15,031	24,901	96,846	1,37,157	7,77,981	
132	2,144	*b* 2,643	*b* 4,919	6,240	33,953	2,125	7,635	44,291	94,244	
81,661	74,924	*b* 33,272	*b* 1,89,857	10,286	5,48,984	27,026	1,04,481	1,81,448	8,72,225	
...	...	...	...	...	45,981	...	12	1,648	47,641	
...	...	...	...	...	2,564	...	1,148	2,882	6,594	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	22,163	...	...	...	288	22,471	
...	...	...	...	...	600	...	...	312	912	
...	...	...	...	...	480	...	...	720	1,200	
...	...	...	...	1,308	1,950	...	935	...	4,193	
...	...	...	...	23,491	51,575	...	2,095	5,850	83,011	
...	...	...	...	...	...	...	*c* 5,636	...	(*c*) 5,636	
...	...	...	...	38,945	...	...	...	...	38,945	
...	...	...	...	...	2,32,269	...	...	39	2,32,308	
...	...	96	96	9,023	...	273	...	9,279	18,575	
...	...	...	...	595	...	...	...	...	595	
...	...	84	84	6,242	27,572	3,518	272	6,357	43,961	
...	...	...	...	...	160	...	...	112	272	
...	...	...	...	260	...	...	...	...	260	
...	36	309	345	1,66,210	79,731	443	350	28,952	2,75,686	
...	14	494	508	477	2,235	102	254	15,342	18,410	
54	48	677	779	*d* 8,781	17,321	253	1,501	2,170	30,026	
54	98	1,660	1,812	2,30,533	3,59,288	4,589	8,013	62,251	6,64,674	
85,330	80,772	67,816	2,33,918	6,31,187	13,58,579	*e* 70,863	3,23,162	5,87,110	29,70,901	

of Municipal grant.
of Municipal funds.
13,420.
of newspaper charges, and Rs 853 on account of purchase of books which are not shewn in the details.
all in Unaided Schools as per remarks (*a*) and (*b*) should be added.

E. WHITE, C.S.
Dir. of Public Instn., N.-W. P. and Oudh.

Return of the Stages of Instruction of Pupils in Public Schools for General Edu

Class of Schools.			Number of schools.	Number of pupils on the rolls on 31st March, 1885.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination. 1			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage. 2		
					Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools.										
For Boys,	Departmental,	English ...	1	466	61	...	61	168	...	168
		Vernacular,	1	60	32	...	32	28	...	28
	Local Fund ...	English ...	36	8,504	575	...	575	2,505	...	2,505
		Vernacular,	429	36,041	81	...	81	5,245	...	5,245
	Municipal ...	English ...	6	343	...	...	...	54	...	54
		Vernacular,	2	295	...	...	...	28	...	28
	Aided ...	English ...	65	12,946	846	...	846	2,955	1	2,956
		Vernacular,	11	882	158	...	158	272	...	272
	Unaided ...	English ...	13	1,745	33	...	33	328	...	328
		Vernacular,	2	191	...	...	...	14	...	14
	Total ...		566	61,473	1,786	...	1,786	11,597	1	11,598
For Girls,	Departmental,	English ...	...	...	...	...	...	...	...	...
		Vernacular,	...	...	...	...	...	...	...	...
	Local Fund ...	English ...	...	...	...	...	...	...	...	...
		Vernacular,	...	...	...	...	...	...	...	...
	Municipal ...	English ...	...	...	...	...	...	...	...	...
		Vernacular,	...	...	...	...	...	...	...	...
	Native States,	English ...	...	...	...	...	...	...	...	...
		Vernacular,	...	...	...	...	...	...	...	...
	Aided ...	English ...	14	1,242	...	30	30	...	278	278
		Vernacular,	1	48	...	...	...	...	2	2
	Unaided ...	English ...	1	64	...	...	...	...	7	7
		Vernacular,	...	...	...	...	...	...	...	...
	Total ...		16	1,354	...	30	30	...	287	287
Total, Secondary Schools ...			582	62,827	1,786	30	1,816	11,597	288	11,885
Primary Schools.										
For Boys,	Departmental ...	...	1	47	...	...	...	...	...	...
	Local Fund ...	...	4,873	1,72,115	...	...	...	...	...	...
	Municipal ...	...	114	4,916	...	...	...	...	...	...
	Aided ...	...	115	6,936	...	...	...	...	...	...
	Unaided ...	...	4,899	61,298	...	...	...	...	...	...
	Total ...		10,002	2,45,312	...	...	...	...	...	...
For Girls,	Departmental ...	...	...	...	...	...	...	...	...	...
	Local Fund ...	...	159	3,604	...	...	...	...	...	...
	Municipal ...	...	10	256	...	...	...	...	...	...
	Aided ...	...	149	5,069	...	...	...	...	...	...
	Unaided ...	...	55	(g) 1,340	...	...	...	...	...	...
	Total ...		373	10,269	...	...	...	...	...	...
Total, Primary Schools ...			10,375	2,55,581	...	...	...	...	...	...
GRAND TOTAL ...			10,957	3,18,408	1,786	30	1,816	11,597	288	11,885

Note.—The number of girls shown in this table corresponds with the number
Mixed schools are entered as boys' schools or girls' schools according
(*a*) Including 53 girls of
(*b*) Including 224 of whom
(*c*) Including 11 boys of
(*d*) Difference of 5 not ex
(*e*) Difference of 11,265 of
(*f*) Including 19 boys of
(*g*) Including 415 of whom
* Including 23 of whom

RAL TABLE V.

cation in North-Western Provinces and Oudh, at the end of the official year 1884-85.

Upper Primary Stage.			Lower Primary Stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Comprising all pupils who have not passed beyond the Lower Primary Stage.								
			Reading Printed Books.			Not reading Printed Books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
112	...	112	125	...	125	...	...	...	466	...	466
...	...	...	...	...	...	...	...	...	60	...	60
1,727	...	1,727	3,589	...	3,589	108	...	108	8,504	...	8,504
7,557	...	7,557	19,031	...	19,031	4,127	...	4,127	36,041	...	36,041
70	...	70	177	...	177	42	...	42	343	...	343
49	...	49	138	...	138	80	...	80	295	...	295
2,428	14	2,442	6,157	22	6,179	523	...	523	(a) 12,909	37	12,946
133	...	133	238	...	238	81	...	81	882	...	882
294	...	294	792	...	792	74	...	74	(b) 1,745	...	(b) 1,745
9	...	9	25	...	25	120	...	120	*191	...	191
12,379	14	12,393	30,272	22	30,294	5,155	...	5,155	61,436	37	61,473
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...		...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	361	361	1	464	465	...	108	108	1	(c) 1,241	1,242
...	9	9	...	22	22	...	15	15	...	48	48
...	22	22	...	20	20	...	15	15	...	64	64
...	...	...	...	...	...	...	...	...	...	...	...
...	392	392	1	506	507	...	138	138	1	1,353	1,354
12,379	406	12,785	30,273	528	30,801	5,155	138	5,293	61,437	1,390	62,827
...	...	...	47	...	47	...	...	...	47	...	47
29,987	...	29,987	1,14,762	...	1,14,762	27,366	...	27,366	1,72,115	...	1,72,115
415	...	415	3,185	...	3,185	1,316	...	1,316	4,916	...	4,916
772	11	783	4,742	13	4,755	1,345	48	1,393	(d) 6,864	72	6,936
1,750	...	1,750	27,480	...	27,480	20,803	...	20,803	(e) 61,298	...	61,298
32,924	11	32,935	1,50,216	13	1,50,229	50,830	48	50,878	2,45,240	72	2,45,312
...	...	...	...	...	...	...	...	...	...	...	...
...	184	184	...	2,538	2,538	...	882	882	...	3,604	3,604
...	...	...	...	156	156	...	100	100	...	256	256
...	365	365	10	3,697	3,707	...	997	997	10	(f) 5,059	5,069
...	25	25	...	596	596	...	304	304	...	(g) 1,340	1,340
...	574	574	10	6,987	6,997	...	2,283	2,283	10	10,259	10,269
32,924	585	33,509	1,50,226	7,000	1,57,226	50,830	2,331	53,161	2,45,250	10,331	2,55,581
45,303	991	46,294	1,80,499	7,528	1,88,027	55,985	2,469	58,454	3,06,687	11,721	3,18,408

returned under Primary and Secondary Schools in General Forms I. and III.
as the number of boys or of girls is greater.
whom no details are given.
no details are given.
whom no details are given
planed.
whom no details are given.
whom no details are given.
no details are given.
no details are given.

E. WHITE, *C.S.*,
Director of Public Instruction, N.-W. P. and Oudh.

EDUCATION,—GENE

Return showing the results of prescribed Examinations in North-

Nature of Examination.	Number of Institutions sending Examinees.				Number of		
	Institutions under Public management.	Aided Institutions.	Other Institutions.	Total.	Institutions under Public management.	Aided Institutions.	Other Institutions.
1	2	3	4	5	6	7	8
Arts Colleges—							
1. Master of Arts					...	...	...
2. Bachelor of Arts					27	18	2
3. B. Sc.					...	...	...
4. First B. A.	3	4	1	8	...	6	...
First B. Sc.					...	...	...
First Arts					47	67	6
Previous Examination					...	19	...
Colleges for Professional Training—							
Law—							
1. Doctor of Law	...	...	...	...	...	...	...
2. Bachelor of Law	1	1	...	2	2	1	...
Medicine—							
1. M. D.	...	...	...	...	...	...	...
2. M. B.	...	...	...	...	...	...	...
3. L. M. S.	...	...	...	...	...	...	...
4. First M. B.	...	...	...	...	...	...	...
First L. M. S.	...	...	...	...	...	...	...
Engineering—	...	1	...	1	...	4	...
1. M. C E.	...	...	...	...	...	...	...
2. B. C. E.	...	...	...	...	...	...	...
3. L. C. E.	...	...	...	...	...	...	...
4. First L. C. E.	...	...	...	...	...	...	...
Schools of General Education—							
Matriculation ... Boys	24	36	2	62	284	342	16
Girls	...	3	...	3	...	11	...
Public Service Certificate Examination. English	42	53	11	106	692	679	93
Vernacular ...	421	17	9	447	2,041	114	44
Schools of Special Instruction—							
raining School Examination for Masters. Upper ...	10	...	...	10	154	...	...
Lower ...					224	...	...
Oriental Examinations.							
Achárya Examination	1	...	1	2	2	...	...
Upádhyáya ditto					7	...	...
Prathama Parikshá	1	1	...	2	16	3	...
Madhyama ditto	1	...	...	1	1	...	...
Munshi Alim	...	1	...	1	...	1	...
Munshi Persian	...	1	...	1	...	4	...
Prágya Sanskrit	...	1	...	1	...	3	...

Note.—Any other special examination, such as the Intermediate or other

RAL TABLE VI.

Western Provinces and Oudh during the official year 1884-85.

Examinees.		*Number passed.*					*Race or Creed of passed Scholars.*					
Private Students.	Total.	Institutions under Public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.		
9	10	11	12	13	14	15	16*a*	16*b*	16*c*	16*d*	16*e*	16*f*
...	...	...	...	...	...	...	...	...	...	...		
...	47	19	18	1	...	38	...	...	33	5		
...	...	...	...	...	...	...	...	...	...	...		
...	6	...	6	...	...	6	...	...	5	1		
...	...	...	...	...	...	...	...	...	...	...		
...	120	30	41	1	...	72	1	...	64	7		
...	19	...	19	...	...	19	...	...	16	3		
...	...	...	...	...	...	...	...	...	...	...		
...	3	...	...	...	...	...	...	...	...	...		
...	...	...	...	...	...	...	...	...	...	...		
...	...	...	...	...	...	...	...	...	...	...		
...	...	...	...	...	...	...	...	...	...	...		
...	...	...	...	...	...	...	...	...	...	...		
...	...	...	...	...	...	...	...	...	...	...		
...	4	...	3	...	...	3	3	...	...	...		
...	...	...	...	...	...	...	...	...	...	...		
...	...	...	...	...	...	...	...	...	...	...		
...	...	...	...	...	...	...	...	...	...	...		
...	...	...	...	...	...	...	...	...	...	...		
8	650	88	104	4	1	197	12	3	151	31		
...	11	...	1	...	...	1	1	...	...	...		
213	1,677	440	294	29	50	813	1	10	629	173		
760	2,959	837	26	8	77	948	...	...	729	219		
33	187	134	...	...	14	148	...	...	123	25		
603	827	133	...	...	121	254	...	...	186	68		
...	2	2	...	...	...	2	...	...	2	...		
...	7	7	...	...	...	7	...	...	7	...		
...	19	10	3	...	...	13	...	...	13	...		
...	1	1	...	...	...	1	...	...	1	...		
...	1	...	...	...	...	...	...	...	...	...		
...	4	...	...	...	...	...	...	...	...	...		
...	3	...	2	...	...	2	...	...	2	...		

examinations of the Panjáb University have been added to this list.

E. WHITE, *C.S.*,

Director of Public Instruction, N.-W. P. and Oudh.

EDUCATION,—GENE

Return showing the Distribution of Local Fund and Municipal Expenditure on Public

Objects of Expenditure.		Expenditure of Local Fund — In Institutions maintained: Number of Institutions.	Number of scholars on the rolls on the 31st of March, 1885.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.	Local rates or cesses.
1		2	3	4	5	6	7
	Arts Colleges.					Rs.	Rs.
University Education.	English	1	12	12	11	...	3,004
	Oriental	...	...	...	...	...	...
	Colleges or Departments of Colleges for Professional Training.						
	Law	...	...	...	...	...	...
	Medicine	...		...	...	...	...
	Engineering	...	...	...	...	...	...
	Total ...	1	12	12	11	...	3,004
	Secondary Schools.						
School Education, General.	For Boys ... English	36	8,504	8,215	6,777	...	1,67,662
	For Boys ... Vernacular	429	36,041	33,610	28,627	...	1,41,747
	For Girls ... English	...	...	...	...	...	...
	For Girls ... Vernacular	...	...	...	...	...	...
	Total ...	465	44,545	41,825	35,404	...	3,09,409
	Primary Schools.						
	For Boys	4,873	172,115	163,971	132,194	...	4,93,294
	For Girls	159	3,604	3,586	2,794	...	16,322
	Total ...	5,032	175,719	167,557	134 988	...	5,09,616
	Schools for Special Instruction.						
School Education, Special.	Training Schools for Masters	10	377	380	360	...	45,381
	Training Schools for Mistresses	2	4	5	5	...	164
	Schools of Art	...	...	...	...	...	...
	Law Schools	...	...	...	...	...	...
	Medical Schools	...	...	...	...	...	...
	Engineering and Surveying Schools ...	...	...	...	...	...	...
	Industrial Schools ... For Males	...	...	...	...	...	...
	Industrial Schools ... For Females ...	...	...	...	...	...	...
	Other Schools	...	...	...	...	...	...
	Total ...	12	381	385	365	...	45,545
Inspection		...	...	...	...	...	...
Scholarships held in ...	Arts Colleges	...	...	...	...	...	...
	Professional Colleges ...	...	...	...	...	...	...
	Secondary Schools ...	...	...	...	...	4,559	26,036
	Primary Schools ...	...	...	...	...	...	160
	Special Schools other than Training Schools.	...	...	...	...	188	...
Buildings		...	...	...	...	...	78,335
Furniture and Apparatus (Special Grants only) ...		...	...	...	...	...	1,935
Miscellaneous		...	...	...	...	949	17,321
Total ...		...	...	...	...	5,696	1,23 787
GRAND TOTAL ...		5,510	220,657	209,779	170,768	5,696	9,91,361

I.—The sum of the expenditure in columns 12 and 27 agrees
(a) On account of schools

RAL—TABLE VII.

Instruction in North-Western Provinces and Oudh, for the official year 1884-85.

Boards on Public Instruction.								
by Local Fund Boards.					*In institutions maintained by*			Total Local Fund Expenditure on Public Instruction.
Municipal grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Department.	Municipal Boards.	Private persons or Associations.	
8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	144	...	...	3,148	...	...	1,608	4,612
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	144	...	...	3,148	...	...	1,608	4,612
7,218	37,524	1,063	5,374	2,18,841	...	240	63,205	2,31,107
5,414	15,142	1,177	1,508	1,64,988	...	...	2,570	1,44,317
...	...	...	...	...	...	...	18,156	18,156
...	...	...	...	...	...	...	540	540
12,632	52,666	2,240	6,882	3,83,829	...	240	84,471	3,94,120
2,923	3,108	1,052	1,130	5,01,507	...	1,380	20,357	5,15,031
101	...	252	48	16,723	...	193	17,438	33,953
3,024	3,108	1,304	1,178	5,18,230	...	1,573	37,795	5,48,984
...	12	...	142	45,535	...	...	600	45,981
...	...	...	18	182	...	...	2,400	2,564
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	600	600
...	...	...	...	...	...	...	480	480
...	...	...	...	...	...	...	(a) 1,950	1,950
...	12	...	160	45,717	...	...	6,030	51,575
...	...	...	...	...	...	...	...	2,32,269
228	...	...	117	345	...	...	...	...
...	...	...	...	...	...	...	...	...
3,298	...	737	1,747	36,377	...	...	1,536	27,572
...	...	...	...	160	...	...	...	160
...	...	...	...	188	...	...	...	...
45	...	...	97	78,477	...	...	1,396	79,731
13	6	...	...	1,954	...	...	300	2,235
24	1,182	...	73	19,549	...	...	...	17,321
3,608	1,188	737	2,034	1,37,050	...	...	3,232	3,59,288
19,264	57,118	4,281	10,254	10,87,974	...	1,813	1,33,136	13,58,579

with the expenditure shown in column 3 of General Table IV.
maintained by other Departments.

EDUCATION,—GENE

Return showing the Distribution of Local Fund and Municipal expenditure on Public

Objects of Expenditure.	Expenditure of Municipal Boards — In Institutions maintained: Number of Institutions.	Number of scholars on the rolls on the 31st of March, 1885.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.	Municipal rates.
1	17	18	19	20	21	22
Arts Colleges.					Rs.	Rs.
University Education. English	...	...	...	...	...	...
University Education. Oriental	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.						
University Education. Law	...	...	...	...	...	...
University Education. Medicine	...	...	...	...	...	...
University Education. Engineering	...	...	...	...	...	...
Total ...	...	...	...	...	...	...
Secondary Schools.						
School Education, General. For Boys ... English	6	343	335	257	...	4,367
School Education, General. For Boys ... Vernacular	2	295	264	209	...	784
School Education, General. For Girls ... English	...	...	...	...	...	...
School Education, General. For Girls ... Vernacular	...	...	...	...	...	...
Total ...	8	638	599	466	...	5,151
Primary Schools.						
School Education, General. For Boys	114	4,916	4,654	3,903	...	18,484
School Education, General. For Girls	10	256	256	204	...	931
Total ...	124	5,172	4,910	4,107	...	19,415
Schools for Special Instruction.						
School Education, Special. Training Schools for Masters	...	...	...	...	...	...
School Education, Special. Training Schools for Mistresses	...	...	...	...	...	...
School Education, Special. Schools of Art	...	...	...	...	...	...
School Education, Special. Law Schools	...	...	...	...	...	...
School Education, Special. Medical Schools	...	...	...	...	...	...
School Education, Special. Engineering and Surveying Schools ...	...	...	...	...	...	...
School Education, Special. Industrial Schools ... For Males	...	...	...	...	...	...
School Education, Special. Industrial Schools ... For Females ...	...	...	...	...	...	...
School Education, Special. Other Schools	...	...	...	...	...	...
Total ...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...
Scholarships held in Arts Colleges	...	...	...	...	...	...
Scholarships held in Professional Colleges ...	...	...	...	...	...	...
Scholarships held in Secondary Schools ...	...	...	...	...	...	...
Scholarships held in Primary Schools	...	...	...	...	...	...
Scholarships held in Special Schools other than Training Schools.	...	...	...	...	...	...
Buildings	...	...	...	...	...	255
Furniture and Apparatus (Special Grants only) ...	...	...	...	...	...	89
Miscellaneous	...	...	...	...	...	229
Total ...	...	...	...	...	...	573
GRAND TOTAL ...	132	5,810	5,509	4,573	...	25,139

II.—The sum of the expenditure in columns 16 and 31, agrees with

RAL—TABLE VII—(*concluded*).

Instruction in North-Western Provinces and Oudh, for the official year 1884-85.

ON PUBLIC INSTRUCTION.										
by Municipal Boards.					*In Institutions maintained by*			Total Municipal Expenditure on Public Instruction.	Total Expenditure of Local Fund and Municipal Boards on Public Instruction.	REMARKS.
Local Fund grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Department.	Local Fund Boards.	Private persons or Associations.			
23	24	25	26	27	28	29	30	31	32	33
Rs.	Rs.	Rs.	Rs	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	...	...	...	...	...	...	5,061	5,061	9,673	
...	...	...	...	...	...	...	77	77	77	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	5,138	5,138	9,750	
240	371	787	4	5,769	...	7,218	15,654	27,239	2,58,346	
...	317	...	...	1,101	...	5,414	240	6,438	1,50,755	
...	...	...	...	...	...	...	510	510	18,666	
...	...	...	...	...	...	...	...	...	540	
240	688	787	4	6,870	...	12,632	16,404	34,187	4,28,307	
1,380	1,345	528	...	21,737	...	2,923	3,494	24,901	5,39,932	
193	...	...	...	1,124	...	101	1,413	2,445	36,398	
1,573	1,345	528	...	22,861	...	3,024	4,907	27,346	5,76,330	
...	...	...	...	...	...	...	...	...	45,981	
...	...	...	...	...	...	...	...	...	2,564	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	600	
...	...	...	...	...	...	...	...	...	480	
...	...	...	...	...	...	...	...	...	1,950	
...	...	...	...	...	...	...	...	...	51,575	
...	...	...	...	...	...	...	...	...	2,32,269	
...	...	...	...	...	...	228	45	273	273	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	3,298	220	3,518	31,090	
...	...	...	...	...	...	...	...	...	160	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	255	...	45	143	443	80,174	
...	...	...	...	69	...	13	...	102	2,337	
...	...	...	...	229	...	24	...	253	17,574	
...	...	...	...	573	...	3,608	408	4,589	3,63,877	
1,813	2,033	1,315	4	30,304	...	19,264	26,857	71,260	14,29,839	

the expenditure shown in columns 7*b* and 7*c*, respectively, of General Table IV.

E. WHITE, *C.S.*,
Director of Public Instruction, N.-W. P. and Oudh

APPENDIX I.

EXTRACTS FROM THE REPORTS OF THE INSPECTORS OF SCHOOLS.

		Page.
1.	European Schools	1—8
2.	Oudh Division	8—43
3.	Meerut "	43—48
4.	Rohilkhand "	48—54
5.	Allahabad "	54—68
6.	Benares "	68—73
7.	Jhánsi "	73—84
8.	Kumaun "	84—87
9.	Agra "	88—106

Report on European Schools, by E. T. Constable, Esq., *Inspector of European Schools.*

The number of aided European schools in these provinces is 40. Of these 40 schools, 9 are for boys only, and 13 for girls only; whilst the remaining 18 are mixed schools.

2. The subjoined table gives the names of the high schools, the places where they are located, the yearly grants now received by them, and the grants earned. High schools are those in which instruction is carried beyond standard VII of the Code.

Table (1)—*High Schools.*

Number.	School.	Place.	Number of scholars presented for examination by standards.	Attendance grant.	Instruction grant for elementary subjects.	Instruction grant for class subjects.	Instruction grant for special subjects.	Grant earned on other accounts.	Total grant earned.	Present grant.
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1	St. George's College ...	Mussoorie ...	49	747	585	306	20	367	2,025	3,000
2	St. Fidelis' School ...	Ditto ...	86	1,053	860	468	200	531	3,112	2,400
3	Diocesan Boys' High School	Naini Tal ...	120	1,071	1,135	282	56	664	3,207	5,880
4	Ditto Girls' ditto ...	Ditto ...	74	711	730	432	55	408	2,336	2,820
5	Boys' High School ...	Ditto ...	51	567	550	264	80	257	1,718	3,000
6	Ditto ditto ...	Allahabad ...	111	573	1,225	501	50	226	2,573	6,600
7	Girls' ditto ...	Ditto ...	...	Examined by a Board of Examiners.						
8	Memorial School ...	Cawnpore ...	52	645	345	101	...	282	1,373	4,800
9	Girls' High School ...	Ditto ...	30	627	290	249	*Nil.*	282	1,448	3,600
10	St. Peter's College ...	Agra ...	40	717	505	267	65	356	1,910	3,000

From the above table it will appear that nearly all these schools lose considerably from the introduction of the Code. The most conspicuous instances are the Diocesan Boys' High School at Naini Tal, the Boys' High School at Allahabad, and the Memorial School and the Girls' High School at Cawnpore. In some of the schools the number of pupils is small, and in all of them the results of the examination might have been better. Some, however, were not examined at the usual time of the year, and were consequently not sufficiently prepared. This change in the time of examination necessarily followed upon the appointment of one special Inspector for European schools.

3. Table (2)—*High Schools.*

Number of Schools examined.	Standard.	Number of examinees in elementary subjects.	Passed in all three elementary subjects.	Passed in two elementary subjects.	Approximate percentage of examinees eligible for instruction grants in elementary subjects.
9	VII	57	22	27	86
	VI	75	31	31	73
	V	91	34	35	76
	IV	123	58	41	80
	III	119	66	36	86
	II	74	32	21	72
	I	72	24	30	75

This table gives, standard by standard, the aggregate number of examinees in elementary subjects, and the percentage of examinees eligible for instruction grants in those subjects. In order to earn any grant, a scholar must pass in two subjects out of the three.

4. TABLE (3)—*High Schools.*

Number of schools examined.	Standard.	*Number of examinees in*				*Number of examinees passed in*				*Approximate percentage of examinees eligible for instruction grants in*			
		English.	Geography.	History.	Mathematics.	English.	Geography.	History.	Mathematics.	English.	Geography.	History.	Mathematics.
9	VII ...	57	57	57	53	25	27	29	25	44	47	51	47
	VI ...	75	75	75	71	22	33	30	37	29	44	40	52
	V ...	91	91	91	79	21	41	26	35	23	45	29	44
	IV ...	123	123	...	...	48	65	...	...	39	53	...	...
	III ...	119	119	...	...	67	54	...	...	56	45	...	...
	II ...	74	74	...	...	43	34	...	...	58	46	...	...
	I ...	72	...	...	...	54	...	...	...	75	...	...	...

This table gives, standard by standard, the aggregate number of examinees in English, in Geography, in History, and in Mathematics, and the respective percentages of examinees eligible for instruction grants in them. These subjects are class subjects. The other three class subjects, *viz.*, needle-work, object lessons, and elementary science, have not been considered in this table, because the first is taken up by girls only, and the second and third had not been taught in many schools.

5. Similar tables for middle schools and for primary schools are given below. Middle schools are those in which instruction is imparted beyond standard IV, but not beyond standard VII, whilst in primary schools standard IV is the highest.

TABLE (1)—*Middle Schools.*

Number.	School.	Place.	Number of scholars presented for examination by standards.	Attendance grant.	Instruction grant for elementary subjects.	Instruction grant for class subjects.	Instruction grant for special subjects.	Grant earned on other accounts.	Total grant earned.	Present grant.
				Rs.	Rs.	Rs	Rs.	Rs.	Rs.	Rs.
1	Girls' School ...	Naini Tal ...	21	300	230	147	35	128	840	1,500
2	European do. ...	Bareilly ...	13	228	110	18	45	16	417	300
3	Railway do. ...	Saháranpur ...	16	489	145	36	*Nil.*	52	722	480
4	Ditto do. ...	Mussoorie ...	27	480	385	150	10	144	1,169	1,200
5	Woodstock Girls' School ...	Landour ...	73	795	850	348	205	475	2,673	1,800
6	LaMartinière Girls' do. ...	Lucknow ...	52	633	450	231	*Nil.*	137	1,451	3,516
7	Convent Dayschool ...	Allahabad ...	40	660	410	192	"	104	2,594	3,000
8	St. Mary's Convent School...	Ditto ...	34	435	305	210	60	218	...	...
9	The Seminary ...	Cawnpore ...	19	426	170	117	20	119	852	300
10	Canning Protestant Girls' School.	Agra ...	27	318	255	207	*Nil.*	113	893	3,780
11	St. Paul's Boys' Orphanage,	Ditto ...	57	813	600	333	45	457	2,248	3,000
12	St Patrick's Girls' Orphanage.	Ditto ...	55	951	720	432	*Nil.*	357	2,460	1,800
13	Cantonment School ...	Ditto ...	79	831	705	333	"	75	1,944	2,220
14	Railway do. ...	Ghaziabad ...	23	264	115	36	"	24	439	360

The table shews that 6 of the 14 schools earned more than their present grants, and 8 less. Three of these latter indeed earned considerably less. They were the Girls' School at Naini Tal, Martiniére Girls' School at Lucknow, and the Canning Protestant Girls' School at Agra. The reasons why they earned so much less than they at present receive will appear below:—

TABLE (1) - *Primary Schools.*

Number.	School.	Place.	Number of scholars presented for examination by standards.	Attendance grant.	Instruction grant for elementary subjects.	Instruction grant for class subjects.	Grant earned on other accounts.	Total grant earned	Present grant.
				Rs.	Rs	Rs.	Rs.	Rs.	Rs.
1	Station School	Moradabad ...	13	198	100	66	24	388	600
2	Loretto Convent School ..	Lucknow ...	42	615	440	330	163	1,548	1,800
3	European School	Benares ...	15	360	160	84	22	626	660
4	Railway School	Mughal Sarai ...	11	216	95	57	18	386	360
5	Station School	Gházipur ...	16	228	195	117	32	572	960
6	All Saints' District School .	Allahabad ...	36	1,281	405	219	105	2,010	480
7	Catholic Boys' School ...	Ditto ...	19	660	155	84	26	925	480
8	Ditto Girls' Free School ...	Ditto ..	17	330	130	51	17	528	360
9	City Free School	Ditto ...	62	1,287	615	225	183	2,310	1,440
10	Cannington Girls' School ..	Ditto ...	11	342	120	45	24	531	1,800
11	East Indian Railway School ...	Aligarh ..	11	192	100	30	26	348	360
12	Ditto ditto ..	Cawnpore ...	22	432	295	126	45	898	360
13	Ordnance Factory School ...	Ditto ..	21	324	145	42	37	548	480
14	East Indian Railway School ...	Tundla ...	22	408	310	153	40	911	600
15	St. John's Schools	Meerut ...	51	831	435	258	106	1,630	1,200
16	Factory school	Fatehgarh ...			Not examined.				

(1) The table shews that of the 15 schools examined nine earned more than their present grants, and six less. Seven of the former indeed earned considerably more, and three of the latter considerably less. The seven schools that earned considerably more than their present grants, were the All Saints' District School, the Catholic Boys' School, the Catholic Girls' Free School, the City Free School (all four in Allahabad), the East India Railway Schools at Cawnpore and Tundla, and St. John's Schools at Meerut. The three that earned considerably less than their present grants were the Station schools at Moradabad and Gházipur, and the Cannington Girls' school at Allahabad.

(2) The instruction in the majority of the seven schools that earned considerably more than their present grants was fair, whilst in two of them, the Railway schools at Tundla and Cawnpore, it was good, but in some instances the presence of large infant classes also tended materially to increase the amounts earned. All Saints' District school, for instance, had a class of 46 infants. For this class alone, therefore, the school, under Art. 20 of the Code, earned Rs. 828. A considerable modification of this Article, however, has been lately recommended.

(3) *Station School, Moradabad.*—This is a small mixed school. Thirteen scholars were presented by standards, and the average daily attendance had been about 12. Nearly 77 per cent. of the scholars earned grants in elementary subjects, and the results in class subjects were very fair indeed. The present grant is Rs. 600, and the amount earned was Rs. 388. This school deserves consideration, as it has done good work, and the maintenance of such small ones is not an easy matter.

(4) *Station School, Gházipur.*—The present grant is Rs. 960, and the amount earned was Rs. 572. The school did very creditably in the examination in both elementary and class subjects, but the number of scholars presented by standards was only 16, and the average daily attendance 13. The school was held in a bungalow rented at Rs. 20 per mensem. The tuitional staff consisted of a Head Mistress and one Assistant. This school likewise deserves consideration. Gházipur is rather an out-of-the-way place.

(5) *Cannington Girls' School, Allahabad.*—Last year the Inspector of the Allahabad Division recommended the absolute withdrawal of the grant. The amount of the grant is Rs. 1,800, and this year the amount earned was Rs. 531. The number of scholars presented for examination was four in standard III, and 7 in standard II, or 11 in all. The average daily attendance of scholars reading according to standards had been about 15. There was also a class of nine infants. Another Head Mistress had just been procured from America. It may be as well to give the school one more chance. If the numbers do not increase, the necessity of the school will be disproved.

(6) *Factory School, Fatehgarh.*—Not examined, as explained in a previous communication.

TABLE (2)—*Middle Schools.*

Number of schools examined.	Standard.	Number of examinees in elementary subjects.	Passed in all three elementary subjects	Passed in two elementary subjects.	Approximate percentage of examinees eligible for instruction grants in elementary subjects.
14	VII	9	6	3	100
	VI	32	13	17	94
	V	85	41	12	86
	IV	103	61	21	80
	III	111	52	38	81
	II	118	36	45	69
	I	77	25	31	73

TABLE (2)—*Primary Schools.*

Number of schools examined.	Standard.	Number of examinees in elementary subjects.	Passed in all three elementary subjects.	Passed in two elementary subjects.	Approximate percentage of examinees eligible for instruction grants in elementary subjects.
15	IV	67	38	21	88
	III	89	43	31	83
	II	108	44	37	75
	I	105	29	48	73

TABLE (3)—*Middle Schools.*

Number of schools examined.	Standard.	*Number of examinees in*				*Number of examinees passed in*				*Approximate percentage of examinees eligible for instruction in*			
		English.	Geography.	History.	Mathematics.	English	Geography.	History.	Mathematics.	English.	Geography.	History.	Mathematics.
14	VII ...	9	9	9	4	8	8	8	4	89	89	89	100
	VI ...	32	32	30	10	17	16	13	3	53	50	43	39
	V ...	85	85	82	23	26	55	31	7	31	65	38	30
	IV ...	103	103	...	...	53	57	...	...	51	55	...	...
	III ...	111	111	...	...	61	50	...	...	55	45	...	...
	II ...	118	118	...	...	71	64	...	...	60	54	...	...
	I ...	77	...	...	...	67	...	...	...	87	...	...	...

TABLE (3)—*Primary Schools.*

Number of schools examined.	Standard.	*Number of examinees in*		*Number of examinees passed in*		*Approximate percentage of examinees eligible for instruction grants in*	
		English.	Geography.	English.	Geography.	English.	Geography.
15	IV ...	67	67	42	44	63	66
	III ...	89	89	52	38	58	43
	II ...	108	108	72	45	67	42
	I ...	96	...	64	...	67	...

6. From the tables (2) and (3) it will be seen that the percentage of passes in elementary subjects falls below 80 in standards II. and I. of each class of school and in standard V. of high schools. In the remaining standards the percentage ranges from 80 to 100. The lowest percentage occurs in standard II. of middle schools. It is 69. These results are fair, for in no case is the percentage less than 60, or such as to affect the grants earned for class subjects. The same cannot be said of the results of the examinations in these latter subjects. In order to earn a grant

in a class subject, 50 per cent. of those presented must pass in it. Judged by this criterion, it will appear that standards VII—IV. of high schools in the aggregate failed in English, all but standard IV. in Geography, standards VI. and V. in History, and standards VII. and V. in Mathematics. As regards middle schools, standard V. failed in English, standard III. in Geography, and standards VI. and V. in History and Mathematics. Lastly, standards III. and II. of primary schools failed in Geography.

REMARKS ON THE HIGH SCHOOLS.

7. (1) *St. George's College, Mussoorie.*—The percentage of passes in elementary subjects was nearly 90, but some of the standards failed badly in a few of the class subjects. The total grant depends chiefly on the average daily attendance, the number of scholars presented for examination by standards, and the manner in which these examinees acquit themselves in the elementary and class subjects. In this instance, the number of these examinees was only 49, but the average daily attendance, including the students in the high department, had been about 87. Had a fair number of scholars been presented for examination by standards, the college would probably have had no difficulty in earning its present grant, more especially as the high department can contribute largely to its earnings under Article 27 (*a*) of the Code. This department consisted of 20 students, of whom 6 were reading for the Roorkee examinations, 2 for the First Arts examination, and 12 for the Entrance.

(2) *St. Fidelis' School, Mussoorie.*—This school did not do so well in elementary subjects as St. George's College, the percentage of passes being only about 76, but the number of scholars presented by standards was much larger. The average daily attendance too had been about 104, exclusive of an infant class of 12 children. The grant earned for attendance alone, therefore, was Rs. 1,053. The results in English and in History were poor. This school earned considerably more than its present grant. The high department consisted of 11 students, 3 of whom were reading for Roorkee.

(3) *Diocesan Boys' High School, Naini Tal.*—The present annual grant to this school is Rs. 5,880, whilst according to the Code, it earned Rs. 3,207 only. The number of scholars presented by standards was 120, and of these nearly 78 per cent. passed in elementary subjects. The average daily attendance, exclusive of 12 infants, had been about 122. The grant which might have been earned for instruction in the class subjects taken up was Rs. 948. The grant actually earned was Rs. 282. Much more too might have been earned for special subjects, yet, with the present number of scholars, the full grant of Rs. 5,880 could hardly, under any circumstances, have been realized. The difficulty of earning the present grants, where they are large, will appear more clearly when the case of the Boys' High School at Allahabad is considered. (See below.)

(4) *Diocesan Girls' High School, Naini Tal.*—Of these 74 scholars examined by standards, rather more than 78 per cent. earned grants in elementary subjects. The school did poorly in English, and failed almost entirely in History. In needle-work it earned a large grant. Its present grant is Rs. 2,820, and it earned Rs. 2,336. It will probably succeed better next time.

(5) *Boys' High School, Naini Tal.*—The highest standard was the fifth, and the number of scholars examined by standards was 51. The present grant is Rs. 3,000, and the grant earned was Rs. 1,718. The percentage of passes in elementary subjects was rather more than 82. The results in English and Geography were fair, but no grant was earned either in History or Mathematics. The Entrance Class consisted of six students. This school will doubtless earn its present grant if the numbers increase. To this increase, however, there is one great drawback, the state of the building to wit, which needs repairs. The rent is high, and the landlord ought either to effect the repairs himself, or let the school authorities effect them and deduct the cost from the rent. The boys' dormitory looked cold and comfortless.

(6) *Boys' High School, Allahabad.*—The number of scholars examined by standards was 111, and of these rather more than 87 per cent. earned grants in elementary subjects. The school consequently takes the second place in this respect amongst those of its class; yet 46 scholars failed in one of the elementary subjects, 12 in two, and two in all. These figures shew that the elementary subjects require greater attention in all the schools. The results of the examination in class subjects were very poor indeed. The students of the entrance class were examined in the subjects prescribed for the 7th standard, as they had never been examined according to that standard. The class below was accordingly examined according to the 6th standard, and so on throughout the school. This depression, it may be, caused depressing results, as boys learning the Geography of Asia, for instance, are very apt to forget all they have previously learnt about the Geography of India. It will be interesting, however, to calculate the total grant that could have been earned by this school had every scholar in every standard passed in every subject taken up, had every boy been drilled, had the discipline been perfect, and the boarding arrangements faultless.

The calculation is as below :--

		Rs.
For elementary subjects	Rs. 111 × 15 =	1,665
„ class	Rs. 12 × 38 + Rs. 9 × 57 + Rs 6 × 16 =	1,065
„ special	Rs. 5 × 38 ... =	190
„ attendance	... =	873
„ drill	... =	43
„ discipline	... =	288
„ boarders ... ... Rs. 3 × 25	... =	75
	Total =	4,204

In the above calculation all the scholars are supposed to have taken up the three elementary subjects, those in standards VII—V, four class subjects and one special subject, those in standards IV – II, three class subjects, and those in standard I, two class subjects, and the above are precisely the numbers of subjects the scholars in the various standards did take up. The present yearly grant of Rs. 6,600 could never be earned unless the number of scholars greatly increased, yet it is not too liberal under the circumstances. The salaries of some of the masters, especially of the junior ones, are too low, and two more assistants are needed if the school is to teach up to the standard of the Calcutta Entrance Examination.

(7) *Girls' High School, Allahabad.*—Examined by a board of examiners. The Board's report is forwarded in original.

(8) *Memorial School, Cawnpore.*—The state of this school was very unsatisfactory. The entrance class consisted of one student, and standards IV and II were blank. The number of scholars presented for examination by standards was 52, of whom rather less than 56 per cent. earned grants in elementary subjects. Of the 52 scholars presented, 18 failed in one of the elementary subjects, 17 in two, and six in all three. The failures occurred chiefly in the three lower standards. The school did very poorly too in English and in History. There appeared to be a want of energy throughout the school, and the discipline was lax. The Principal had recently arrived from America He has declined to recommend any of his subordinates for a certificate under Chapter IV of the Code. The present grant of this school is Rs. 4,800, and the total grant earned was Rs. 1,373.

(9) *Girls' High School (Boarding School), Cawnpore.*—The number of scholars examined by standards was only 30, of whom 80 per cent. earned grants in elementary subjects. Last year the number of pupils was much greater, but possibly many had overstayed the vacation. In class subjects the different standards did very fairly. The entrance class consisted of five girls. There was also an infant class of six children. The present grant of this school is Rs. 3,600. It earned a grant of Rs. 1,448 only. The instruction is good, and the school deserves consideration.

(10) *St. Peter's College, Agra.*—Of the 40 scholars presented by standards, 93 per cent. earned grants in elementary subjects. This is the highest percentage obtained by any high school. In class subjects too the results were very fair. The college also contained three classes reading beyond standard VII. The first consisted of two students reading for the F. A. examination of 1886 and also for Roorkee, the second of five going up for the entrance examination of 1885, and the third of six going up for that of 1886. The present grant is Rs. 3,000, and the amount earned was Rs. 1,910. The average daily attendance had been about 67. The number of scholars presented by standards therefore was small.

MIDDLE SCHOOLS.

8. (1) *Girls' School, Naini Tal.*—This school was formerly called Southwood. Its present grant is considerably in excess of the grant earned, the former being Rs. 1,500, and the latter Rs. 840. Only 21 scholars were presented for examination by standards, but the instruction was very fair. The numbers have since risen, and the school will probably earn a much larger grant next year. The present buildings are not at all suitable.

(2) *European School, Bareilly.*—The present grant is Rs. 300, whilst the grant earned was Rs. 417, yet only 13 scholars were presented for examination. The conclusion is that under the Code a small school can easily earn a small grant. Of the 13 scholars examined, only two passed in all the three elementary subjects. The school is held in a bungalow, a portion of which is occupied by other parties. One of the school rooms is badly lighted.

(3) *Sindh, Panjab and Delhi Railway School, Saháranpur.*—This school was examined in October, and unfortunately there had been much illness in the station during the previous months. The consequence was that only 16 scholars were presented for examination, of whom less than 60 per cent. earned grants in elementary subjects. The grant earned for class subjects was therefore reduced by one-half (Code, Art. 23). The average daily attendance for the year, however, had been good, so that after all the total grant earned exceeded the present grant (Rs. 480) by Rs. 242.

(4) *Railway Hill School, Mussoorie.*—Of the 27 scholars presented by standards, 18 were boys and 9 girls. No scholar failed to earn a grant in elementary subjects,

nd 23 out of the 27 passed in all three of these subjects. In class subjects, English xcepted, the results were not so satisfactory, but an Assistant Master was needed as here were six standards. The grant earned was Rs. 31 less than the present one Rs. 1,200). A separate boarding-house for the girls would be desirable. The bedooms were rather confined.

(5) *Woodstock Girls' School, Landour.*—This school continues as efficient as ever. 'he present grant is Rs. 1,800, and the grant earned was Rs. 2,673. The highest tandard was the 7th. A building grant is earnestly desired by the Lady Principal.

(6) *La Martinière Girls' School, Lucknow.*—A report on this school has already een submitted. The present grant is Rs. 3,516, and the grant earned was Rs. 1,451. 'he highest standard was the 5th, and only about 69 per cent. of the 52 scholars preented for examination earned grants in elementary subjects. The managers appear o be doing their best to improve the status of the school. It will be impossible with he present numbers to earn the present grant.

(7) *and* (8). *St. Mary's Convent School, Allahabad.*—In connection with this s a day-school held in a separate building. The present grant to these two institutions is Rs. 3,000, whilst the amount earned by them was Rs 2,594. The highest tandard in St. Mary's was the 7th, and in the day-school the 6th. The total number of scholars presented for examination was 74. The results were fair in elementary ubjects, but not so good in class subjects.

(9) *The Seminary, Cawnpore.*—The present grant is Rs. 300. The number of cholars presented for examination was 19. Some had not yet returned to school. The weak point was Arithmetic. The amount earned was Rs. 852.

(10) *Canning Protestant Girls' School, Agra.*—The case of this school deserves consideration. It is an old established school and used to be a flourishing one, but it is situated in the Civil Lines, and cannot now secure a large number of day-scholars. A stringent application of the Code would inevitably ruin it. The school was examined in February, and the following general remarks entered in the log-book: "The school has not done so well as it might have done. This doubtless is owing in a great measure to the break caused by the vacation. Many of the pupils have failed in Arithmetic and in Writing to dictation, and the upper standards are weak in parsing and analysis. Had the pupils, however, been far more numerous than they are, and had they all, moreover, passed in all subjects, they could not have earned for the school anything like the grant-in-aid it now enjoys. Some considerable modification of the Code appears indispensable. The arrangements for the boarders are good. There are three teachers and a matron."

The number of scholars presented by standards was 27, and the grant earned was Rs. 893. The present grant is Rs. 3,780.

(11) *St. Paul's Orphanage for Boys, Agra.*—The number of scholars presented by standards was 57, of whom rather less than 72 per cent. passed in elementary subjects. The average daily attendance, however, had been about 80. In most of the class subjects taken up, this school did creditably. Had more scholars been presented and the percentage of passes in elementary subjects been higher, the amount earned would probably not have been much less than the present grant. The amount actually earned was Rs. 2,248, whilst the present grant is Rs. 3,000.

(12) *St. Patrick's Orphanage for Girls, Agra.*—The present grant is Rs. 1,800, whilst the amount earned was Rs. 2,460. The school did very fairly indeed in elementary subjects and well in class subjects. Fifty-five scholars were presented by standards, and all of them earned grants in the former.

(13) *Cantonment School, Agra.*—This school needed working up in many subjects, especially in English, Mathematics, and History. It ought to earn more than its present grant of Rs. 2,220. The number of scholars presented by standards was 79, whilst the amount earned was Rs. 1,944.

(14) *Railway School, Gháziabad.*—The results of the examination were poor. Of the 23 scholars presented by standards less than 44 per cent. earned grants in elementary subjects. The present grant, however, is only Rs. 360. The school earned Rs. 439, more than half of which was earned for attendance alone.

9. It would appear, then, (1) that under the provisions of the Code many of the high schools may be able to earn their present grants; that in cases where these grants are large, the schools cannot earn them unless the scholars greatly increase in number; that one school (the Girls' Boarding School at Cawnpore) perhaps deserves consideration; (2) that 6 of the 14 middle schools earned more than their present grants and 3 considerably less, but that of these latter one is likely to earn a much larger grant next year, another needs thoroughly working up, and the third deserves consideration under Art 29, (c) of the lately revised Code (See Report of Conference, para. 31); (3) that 9 of the 15 primary schools examined earned more than their present grants, and that 7 of these 9 earned considerably more; that 3 schools earned considerably less than their present grants, but, that two of these deserve consideration, and the necessity of the third is questionable. In calculating the amounts earned, however,

no account has been taken of the number of non-Europeans, neither has the number of a scholar's attendances during the year been considered, but the former of these items would not greatly affect the results arrived at, as but few non-Europeans attend the schools. The latter is more serious, but the managers will doubtless do everything in their power to secure the requisite number of attendances. This year, however, the attendances had in many cases, not been properly registered, and to check them was therefore impossible.

SPECIAL SUBJECTS.

10. (1) *An Indian Vernacular.*—Urdu had been taken up by a few of the scholars in a few of the schools, but they were not up to the required standards.

(2) *Latin.*—This subject had been taken up by 56 scholars in standard VII, 68 in standard VI, 89 in standard V. Twenty-three passed in standard VII, 16 in standard VI, and 38 in standard V. The reason why so few passed in standard VI was, that many were not much more advanced than the scholars in standard V.

(3) *French.*—Twenty-one girls of the Diocesan High School, Naini Tál, took up this language: 1 in standard VII, 9 in standard VI, and 11 in standard V. The passes were 0, 5 and 2 respectively. One girl in standard VI at Woodstock also took up French and passed.

(4) *Drawing.*—This subject had been taken up by 105 scholars. Forty of these were girls belonging to Woodstock. Like some other schools, Woodstock has a special teacher for drawing and painting. The specimens of drawing were very fair indeed.

11. The grants entered in three of the foregoing tables as earned on other accounts are for singing, drill, discipline, and boarding arrangements. Infants have been excluded in estimating the amounts earned for discipline.

12. The aggregate amount of the present grants to the European schools in these Provinces is Rs. 75,096, whilst the aggregate amount earned by those examined was Rs. 52,865.

13. There are three schools which come under Article 37 of the Code, *viz.*, St. Fedelis' School at Mussoorie, and the orphanges of St. Paul and St. Patrick at Agra. The first is partly an orphanage, and partly a free school. On September 30th it contained 70 orphans and 40 free scholars. Twenty-six of the orphans were receiving a military subsistence allowance, but the remainder, together with the 40 free scholars, were entirely dependent upon the school. The total cost of maintaining these 84 boys was Rs. 14,885-6-3, or Rs. 14-12-3 a month for each boy. The maximum grant that could be made is therefore Rs. 5,040. The Rev. Father Benedict writes:—"The receipts from different sources for the year ending September, 1884, have been Rs. 9,858-14-4, and the expenditure Rs. 18,969-6-3, showing that the latter is just a little less than double the former, the surplus having to be made up from charitable sources." The average monthly cost of maintenance per boy at St. Paul's was Rs. 10-1-6, and the number of orphans was 87. The maximum grant would therefore be Rs. 5,220. At St. Patrick's the average number of boarders was 77, and the average cost of maintenance Rs. 8-0-9. The maximum grant would therefore be about Rs. 3,696.

14. The final standard of the high schools is practically the Calcutta Entrance Examination. If the pupils can pass this examination, they have a chance of getting some appointment, and the parents naturally wish them to devote all their energies to passing it. In other words, the extra subjects of the high standard A laid down in the Code do not pay.

15. *Night Schools.*—No such school exists in these provinces.

16. *Certificated Teachers.*—A circular was sent to the managers on this subject. Certificates can be given to many teachers, but the file is not yet complete.

17. *Pupil Teachers.*—Next year, perhaps, one or two may enter into the agreements required by the Code. It would be a better plan to award liberal scholarships to those who pass the Entrance Examination, to enable them to continue their studies in the hills up to the F. A. or B A. degree under good masters. They would learn to teach from being well taught.

OUDH DIVISION.

Report by JOHN C. NESFIELD, ESQ., M.A., *Inspector of Schools.*

2. THE following statement shews in the usual form the number of educational institutions existing in Oudh, and the number of scholars attending them, at the close of the last two years. In this statement I have added for the first time a side heading for "Oriental" schools and colleges, the statistics of which have hitherto not always been separately shewn. This has made the increase in the number of schools appear to be larger than it really is. But there has been a genuine increase by 4,701 in the number of students enrolled at the close of the year, and by 4,517 in the average daily attendance.

Schools.		Number of schools		Number of students		Remarks.
		1883-84.	1884-85.	1883-84.	1884-85	
I.—Public Institutions under Public Management.						
Colleges ..	English ..	1	1	12	12	
	Oriental ...	...	...	.	..	
Secondary Schools...	English ...	11	11	1,974	2,068	
	Oriental ...	1	1	117*	6[illegible]	*Inclusive of Preparatory School.
	Vernacular ...	53	53	5,785	6,361	
Primary Schools ...	English ...	22	22	1,524	1,845	
	Vernacular ...	1,182	1,179	44,[illegible]40	46,9[illegible]3	
Normal schools and classes ..	...	6	6	167	150	
II.—Public under Private Management.						
(a)—Aided..						
Colleges ...	English ...	...	1	...	90	
	Oriental ...	...	1	...	113	
	Law ...	...	1	...	14	
Secondary Schools ..	English ...	9	11	1,536	1,885	
	Oriental ...	...	4	...	251	
	Vernacular ...	...	...	...	..	
Primary Schools ...	English ...	11	14	1,170	1,323	
	Vernacular ...	21	25	741	1,075	
(b)—Unaided						
Colleges ...	English ...	...	...	...	...	
	Oriental ...	...	...	...	...	
Secondary Schools...	English ...	...	4	...	749	
	Oriental ...	...	...	...	...	
	Vernacular ...	...	...	...	...	
Primary Schools ...	English ...	5	...	396	..	
	Vernacular ...	28	27	818	862	
	Total ...	1,350	1,361	59,080	63,781	
	Total average attendance		...	45,593	50,110	

Total cost to provincial and local funds, 1883-84 ... 2,45,251
Ditto ditto ditto 1884-85 ... 2,77,074

Controlling Agencies.

3. Mr. Graves has discharged his duties as Assistant Inspector with much care and thoroughness. The appointment of two Deputy Inspectors in Oudh to such an important position as that of Extra Assistant Commissioner, has added much to the degree of dignity in which the post of Deputy Inspector is held.

University Education.

4. *First Arts Department, Fyzabad.*—This is the third year since a First Arts Department was opened at Fyzabad, and the second year that candidates have been sent up for the examination. In the year 1883-84, five candidates appeared for the examination and all passed, four in the second, and one in the first division. In the year under report the class consisted of seven pupils, all of whom appeared for the examination and five passed, all in the second division Thus, both years have witnessed a marked success. The Arts Department was opened under the auspices of Mr. H O. Budden, whose services have very lately been transferred to Bareilly, Rohilkhand. Mr. Budden's departure cannot but be a loss to the school at Fyzabad, and will no doubt be regretted by the residents. But during his furlough to Europe in the year 1884-85 he was worthily represented by Mr. D'Cruz, who officiated for him as Head Master during almost the whole of the year under report. The success in the last First Arts examination must be ascribed to Mr. D'Cruz, to Babu Mahendro Nath Datt, who acted as second master, to Munshi Ram Ratan Lal, the third master, and to Munshi Tej Rae, who taught the second language. The work of the First Arts Department was divided among these four officers, all of whom, however, gave further assistance in teaching the matriculation classes.

5. *Secondary Education.*—The machinery for secondary education in the Oudh circle, consists altogether of 82 schools, which, inclusive of the primary classes that form part of them and are taught under the same roof and under the same management, had an enrolment of 11,175 pupils at the close of the year under report. Twenty-four of these are Anglo-Vernacular teaching up to the Entrance or Middle standards, five are in the main oriental, teaching or aiming to teach up to certain Persian or Sanskrit examinations held at Lahore or Benares; and the remaining fifty-three are in the main vernacular, in which students are prepared for the Middle Class examination held annually by the department. The following scheme shews

the number of secondary schools of various kinds, which were existing in Oudh up to the close of the year under report :—

Secondary Schools.		Number of schools.	Enrolment on 31st March.
Anglo-Vernacular ..	Government, teaching to Entrance standard ...	11	2,068
	Aided ditto ditto ..	4	968
	Aided, teaching to Middle standard	5	718
	Unaided ditto ditto	4	749
Oriental	Government	1	60
	Aided ... . —	4	251
Vernacular	Government, teaching to Middle standard ...	53	6,361
	Total ...	82	11,175

In the remarks which follow, I have deemed it unnecessary to write a separate account of every individual school, as this would take up a great deal of space, and full particulars regarding each of the upper grade secondary schools can be gathered from the "subsidiary forms" attached to the appendix, which, in their present improved shape, give all the information that appears to be required.

6. *Anglo-Vernacular Secondary Schools under Government Management.*—There are, as before, for the 12 districts of Oudh, 11 Government schools, Anglo-Vernacular, all of which teach up to the entrance or matriculation standard, one for each district in the province except Lucknow, which is otherwise provided for. These are usually known as the zila schools. The statistics of attendance, fee receipts, and expenditure are shewn as follows for the last two years :—

Year.	Number of schools	Average monthly enrolment	Average daily attendance.	Fee receipts.	Total expenditure	Average cost per pupil.
1883-84	11	1,757	1,490	8,078 12 10	57,149 7 7	32 8 5
1884-85	11	2,005	1,677	9,180 11 6	58,111 3 6	28 15 9

Thus the fee receipts have risen by over Rs. 1,100, the average daily attendance by 187, and the average monthly enrolment by 248; while the average cost per pupil has decreased from Rs. 32-8-0 to Rs. 28-15-0. For the last few years the Government zila schools have been improving in attendance and other respects to about an equal extent each year; and there is no reason to doubt, that these schools, together with the aided schools which set the same objects before them and observe the same curriculum, are the most popular in the province.

The schools under report do not only, or even principally, teach up to the high or middle standards; though this is of course the main object for which they exist. To each of them primary or preparatory classes are attached; and such appendages are the indispensable foundation upon which the upper or secondary classes are built. The following statement shews how the classification stood at the close of the last two years :—

Year.	Enrolment at close of year in each section and class.														Grand total
	Lower primary section.					*Upper primary section.*			*Middle section.*			*High section.*			
	X.	IX	VIII.	VII	Total.	VI.	V.	Total.	IV.	III.	Total.	II.	I.	Total.	
1883-84 ...	9	63	278	374	724	294	292	586	251	196	447	104	113	217	1,974
1884-85 ...	28	101	399	381	909	275	272	547	241	199	440	75	97	172	2,068

Contrary to what has hitherto been the prevailing tendency, there has been in the present instance a slight decrease in the high, the middle, and the upper primary classes, while in the lower primary ones there has been a rise of 185 students. The general tendency for the last two or three years has been in the opposite direction, the three upper sections increasing, and the lowest one decreasing or rather not increasing in the same proportion. The increase in the lowest classes during the past year is a mere matter of accident; for no new teacherships have been established in this section, which did not exist already. There are only two zila schools (Sultanpur and Partabgarh) which have a tenth class; and only three, *viz.*, Unao and the two already named, which have a ninth. In Fyzabad and Rae Bareli there is not even an eighth. But every zila school in Oudh has a seventh. This is the class in which students are prepared for the lower primary examination in English as well as in Vernacular. We do not encourage the formation of classes X and IX, if we can do as easily

without them. But in some cases they have been found to be very useful, and I am not among those who regard it as an anomaly, for which no adequate defence or explanation can be given, that zila schools teaching up to the entrance or middle standard Anglo-vernacular, should provide themselves with the full complement of preparatory classes, in which the English language can be taught on a proper method from the alphabet upwards.

7. It will be convenient first to explain the principle on which the classes are graded as high, middle, or primary in the above table, and then to describe the tuitional results in each grade during the past year. The principle by which the high or matriculation stage of instruction is distinguished from the middle, the middle from the upper primary, and the upper primary from the lower, is that each course shall be separated from the one next above or below it by an interval of two years' study. This gives a clear and definite line of demarcation between the several stages of school instruction; and it coincides with the rule adopted by the University for distinguishing the different stages of the University course. Thus in the Arts colleges, the B A. course is separated from that of the First Arts by a two year's interval of study; and the First Arts course in its turn is separated from that of matriculation by an equal interval of time and work. Similarly in Anglo-vernacular schools, the matriculation course (classes II and I) is separated from the middle course by a distance of two years' work; the middle course (classes IV and III) from that of the upper primary by an equal distance; and the upper primary course (classes VI and V) stands ahead of the lower primary (class VII) by a similar interval. It is purely a question of local convenience, about which no absolute rule can be laid down, as to whether at any particular school there should be one or two or three classes preparatory to class VII, or whether there should be any class VII at all. The one object to be borne in mind is, that the upper primary, the middle, and the high classes shall be regularly supplied with a fresh batch of duly qualified recruits year after year, as fast as the old students leave or receive promotion; and if this can be best done by having lower primary classes within the school-house, where English begins to be taught from the very alphabet, then lower primary classes should be formed. The plan, which is most convenient in one place, may not be necessary in another; and a question of this kind can only be determined by the experience of men being on the spot or by the necessities that exist for the time being. Thus, while there is much room for uncertainty as to what the complement of classes in a lower primary section should be, or whether such a section need exist at all in any given school, there need be no uncertainty, if the two years' rule is accepted, about the principle, on which the different stages of instruction succeeding to the lower primary should be graded. The plan which I have just described was introduced by myself and has been in force in Oudh ever since the year 1880, soon after the orders for the grading of classes were first issued. The same plan has been accepted with entire satisfaction by the managers of all aided Anglo-vernacular schools which are subject to the inspection of the Oudh Inspector, and by the Principal of the Canning College, who sends quarterly returns of the enrolment grade-wised to this office. It is followed by those unaided schools which have placed themselves to a large extent under departmental management. It coincided, too, with the scheme mentioned in paragraph 7, page 29, of the report by the sub-committee of the late Educational Commission, where it is said to be the rule observed in the North-Western Provinces as well as in Oudh. But so far as I know, no one rule or uniform system exists in the divisions of the North-Western Provinces.

8. *Entrance Examination.*—In the 11 zila schools the total enrolment in the first or entrance class on the 31st March, 1885, was. as we have seen, 97. Of these 81 were presented for the entrance examination, which was held in the April following, and 26 passed. The comparative statistics of the last two years are shown as follows :—

Year.		Enrolled.	Examined.	Passed.	Number passed in		
					1st Division.	2nd Division.	3rd Division.
11 Schools ...	1883-84 ...	85	62	31	2	21	8
	1884-85 ...	97	81	26	2	17	7

The Matriculation or Entrance examination, which took place in April, 1885, was one of the most untoward that has ever occurred. The percentage of pass men for the whole University was only 32; and this too was the percentage of pass men from the Oudh zila schools. Their failure, therefore, was no greater than that of their neighbours, and (as will be shewn below) was much less than that of the aided schools in the Oudh province itself. The Unao school sent up six candidates out of an enrolment of 8; and for the first time within my knowledge there was an univer-

sal failure, although each of these six did well in the test examination. The Bara Banki school had an equal enrolment, and sent up an equal number of candidates; but the result was very different, one passing in the first division, two in the second, and one in the third. The Sitapur school had rather a weak class—weak both in numbers and in preparation. Out of an enrolment of six, only two passed the test examination and were allowed to go up; and both of these failed One boy, however, who had been promoted from the third class in January, 1884, was allowed to appear after 15 months' work; and he passed. The case of Hardoi was something similar to that of Unao, though less disastrous; and here, too, the class was a good one, and did well in the test examination. Out of an enrolment of 16, 14 were sent up; but only two passed, both in the second division. The Lakhimpur (Kheri) school sent up seven out of 13, and passed two of them. The Fyzabad result, as Mr. D'Cruz reports, was exactly what he expected. All the students of the class, ten in number, were allowed to appear. But two were taken seriously ill just before the examination and so the number was reduced to eight, all of whom passed except two, one in the first division—and five in the second. The Bahraich result was very poor, one only passing (out of six) in the third division; and the Rae Bareli school, which sent up six candidates, totally failed. The Sultanpur school did well, having sent seven candidates out of an enrolment of 9, and passed four of them, all in the second division. The Partabgarh school, which has generally been among the most successful, had a rather unfortunate year, like some of its neighbours. The class consisting of ten students was undoubtedly a strong one, and all but one passed a good test examination. But only two passed in the University matriculation, and both of them in the third division. Thus in some cases unfavourable character of the results has been ascribed by most Head Masters, partly to the unusual difficulty of the questions in mathematics, and partly to the new method of marking introduced into the examination of 1885, of which no notice or warning was given beforehand. If these have been the causes at work, the schools at Fyzabad, Bara Banki, Gonda, and Sultanpur are to be congratulated on having secured such a good result as they have done in the face of so much failure and disappointment elsewhere. It may be affirmed with confidence, in the case of the schools which have failed either wholly or in part, that the failure has not resulted from a relaxation of energy or effort on the part of teachers.

9. *Second class examination.*—For the first time, since zila schools were opened in Oudh, the second or preparatory entrance class has undergone a regular examination of its own held simultaneously in all the districts of Oudh, and by a board of examiners appointed by the Inspector. In previous years, this class had always been examined on paper by the Head Master of its own school at the end of the year, and orally by the Inspector of Schools at the time of his annual visit on tour. It was felt, however, that something more than this was wanted for class standing, as the second class does immediately between the entrance and the middle classes, both of which were subjected to a public examination It was also felt that it was due to the second masters of zila schools that their work at the close of the year should be publicly tested in the same way as that of Head Masters is tested by the Entrance Examination, and that of third masters by the middle class. It was therefore decided that the second class should be submitted to some public ordeal of its own, to be carried out by means of printed questions, and on precisely the same lines in all other respects as that of the Entrance Examination. The second class examination was accordingly held in April last, during the very same week as that of the Entrance, and the corresponding papers were given on the corresponding days. The schools which did worst on this occasion were Partabgarh, Sitapur and Sultanpur; but in defence of the two last it should be explained that their second classes were too small to admit of the probability of marked success. The Partabgarh school, therefore takes the lowest place in the list. The classes which did best in proportion to the number of examinees, were those of Rae Bareli, Gonda, Bahraich and Hardoi. The remaining classes (those of Unao, Fyzabad and Bara Banki) did moderately well; and Lakhimpur had no class under tuition at the time. The second class of the Lyall Collegiate school, Gonda district, was examined with those of Government schools, but none of the candidates from that institution stood high enough on the list to obtain a prize.

10. *Middle Examination.*—The zila schools as a whole have done very well in this examination, as the following statement shows:—

Year.	Number enrolled.	Number of examinees.	Number passed.				Number of pass men who will get scholarship.
			I	II	III	Total	
1884	140	106	32	33	8	73	
1885	199	173	25	48	24	97	15

Out of the 199 enrolled in class III all but 26 went up for the examination. No preliminary test is held ; and all students who have studied one full year in the class, are expected to go up at the end of the year, unless some unavoidable cause detains them. Twenty-five, it will be seen, came out in the first division, 48 in the second, and 24 in the third ; and 15 obtained scholarships. A student from the Sitapur school heads the list in the United Provinces ; and four students from this small school alone obtained scholarships. The result is much to the credit of Munshi Manni Lal, by whom the class was taught in every subject, and who has deservedly received his recent promotion to the head-mastership of the Sitapur Divisional Normal school. The six schools which have distinguished themselves most (taking them in the order in which these districts are usually named) are Bara Banki, Unao, Sitapur, Hardoi, Fyzabad, Sultanpur and Partabgarh. In these six schools there were 75 passmen out of 102 examinees, so that the proportion of passmen was nearly 75 per cent. The other five schools did moderately ; and the proportion of passmen to examinees, taking the 11 schools together, was 56 per cent. All things considered, the most successful school in the list was Fyzabad. Out of an enrolment of 18, eighteen appeared, and 15 passed, and five of these obtained scholarships. Great credit is due to Babu Jokhu Ram, the 4th master, and Mahesh Prasad, the 6th, who have helped to bring about these results. The Hardoi school sent up 19 candidates out of a class of 22, and passed 15 ; the Sultanpur school sent up 21 out of 25, and passed 13 ; the Unao school sent up 17 candidates out of 17, and passed 13. The two schools last named, each obtained a couple of scholarships ; while that at Hardoi, though the number of passmen was larger, obtained only one scholarship. The pay of the third masters at the Oudh zila schools, by whom these results have been obtained, is (excepting only at Fyzabad) Rs. 40 per mensem.

11. *Primary examinations.*—We come finally to the two primary examinations which are held at the close of the educational year, that is, at the end of April, immediately after the middle school examination is finished. Class V, which is two years behind the middle (class III), undergoes the upper primary ; and class VII, which is two years behind class V, undergoes the lower primary. The comparative results for the last two years are shown as follows :—

Year.		*Upper primary.*			*Lower primary.*		
		Enrolment in class V.	Examined.	Passed.	Enrolment in class VII.	Examined	Passed.
Eleven schools.	1883-84 ...	228	220	184	391	378	279
	1884-85 ...	272	247	179	381	312	225

In schools managed by the Government Educational Department, the examination of the above classes is held at each school by the Head Master himself at the close of the educational year. In schools under private management, it is held by the manager of each institution, or by the Head Master whom he may depute. As all schools, Government as well as aided, undergo their annual examination simultaneously in each district, neither the Inspector nor his Assistant can take any immediate part in it. But the accuracy of the annual promotions which are made on the results is tested by the Inspector or his Assistant, when he next visits the school on tour, and in this way the examination itself is tested also.

12. In regard to the percentage of marks required for a pass in these two primary standards, that is, for promotion into the class above, there is one rule in Oudh which is binding on all Anglo-Vernacular schools alike, whether Government or aided, *viz.*, that no student can be considered to pass, unless he obtains 40 per cent. at least in each individual subject, whether English or Vernacular and 50 per cent. in the aggregate.

13. An almost equal uniformity exists as to the subjects in which class VII and class V are examined, both in Government and aided schools. There is no absolute uniformity in the choice of text-book, especially at the Mission schools, the managers of which keep their own depôts and publish many of their books. But the managers of these schools were consulted by myself at the time when the curriculum was fixed in 1880 ; and the following programme may serve as a specimen of what the standards in the lower primary and upper primary examinations are like in the Oudh Circle.

Lower Primary Standard (Class VII).

ENGLISH ... { Laurie's Oriental Reader, No. 11.
Grammatical Primer, Etymology.
Dictation from Laurie's Reader.
English Copybooks.

PERSIAN AND URDU.	Gulzar-i-Dabistan. Translation of easy Urdu sentences into Persian. Masadir-i-Farsi Mufid-ul-Insha (Urdu). Vernacular dictation
HINDI ...	An alternative course to the above, and of about equal difficulty
ARITHMETIC IN VERNACULAR.	The four simple and compound Rules with miscellaneous examples, to be thoroughly revised and mastered. Greatest common measure. Least common multiple.

Upper Primary Standard (Class V).

ENGLISH ...	Laurie's Oriental Reader, No IV. Kempson's Poetical Reader, No. II. Manual of Grammar, first half. McMordie's Studies in English, first half. Stapley's Translation Exercises, Part I. English Dictation. English Copy books.
PERSIAN AND URDU.	Guldasta i-Danish, first half Qawaid-i Manni Lal. Persian Dictation. Translation from Mufid-ul-Insha into Persian
HINDI ...	An alternative course of equal difficulty, with or without the elements of Sanskrit.
ARITHMETIC IN VERNACULAR.	Vulgar and Decimal Fractions. Simple and Compound Proportion. Simple Interest.
HISTORY AND GEOGRAPHY.	Hindustan ka Bayan. Pahla Jugrafia.

14. A perusal of the above standards will shew how very incorrect it is to speak of students from zila schools, who have never reached the middle or entance standards, and whose education has therefore stopped short at the upper primary or even at the lower primary standard, as "educational failures." If such students are to be accounted failures, then *à fortiori* all students who have passed in the corresponding grades, but not in higher ones, at vernacular schools are failures also ; and to say this is to say that 90 students, out of every 100 must be placed in the condemned list. The truth is, that students who pass in the upper primary and lower primary standards from zila schools, or from any other Anglo-Vernacular schools which use a similar curriculum, have acquired quite as great, if not a greater, degree of knowledge of their own vernacular than those who have been educated in schools where Urdu or Hindi is the only language taught ; but over and above this they have had their wits sharpened and their sphere of knowledge extended by learning something of English besides. The latter are, in fact, decidedly the best educated and the best trained of the two. These are better educated because the amount of English which they have learnt, though it is not much, serves them many useful purposes in after life, and is much valued by those who have had opportunity of acquiring it. They are better, trained because they have had the benefit of zila school discipline, under the guidance of a highly paid and highly experienced Head Mmaster : and this is more than can be provided through the smaller and poorer establishments existing in vernacular schools. It is true that the main object, for which zila schcols were founded, is to prepare candidates for a higher course of instruction than what is implied in either of the primary standards. But it is also true that if the primary or preparatory classes were abolished, the upper classes would rapidly deteriorate, both in numerical attendance and in tuitional results, from want of a due supply of pupils qualified to enter them : for it is only in the primary classes of zila schools, that students can be so grounded in English as to be qualified for admission into classes where English is taught side by side with the vernacular up to the secondary stage. It is a necessity which has brought the primary Anglo-vernacular classes into zila schools, and it is a necessity which will keep them there.

15. Equally groundless is the supposition, so constantly repeated, and yet not less frequently disproved, that the existence of primary classes in zila schools implies a wasteful expenditure of highly paid teaching power, all of which, so far as it is bestowed upon students in the elementary stage, is thrown away upon unworthy material. Now the pay of the 5th teacher at zila schools in Oudh (and it is he, as a rule, who teaches the upper primary stardard class V) is only Rs. 20 a month. At the 11 zila schools this gives a total cost of Rs. 220 a month, or Rs. 2,640 per annum. The total enrolment last year at the 11 schools, in class V, was 272. Thus the average annual cost per pupil was Rs. 9-11-0. I submit that this is a very small sum to pay for teaching a student up to the upper primary standard both in English and in the vernacular. It would not be a wasteful price even if the only language taught were the vernacular ; but when it is remembered that the same boy passes the very same standard in English also, the price seems decidedly low. Again, for the lower primary standard (class VII) the salary of the teacher provided is Rs. 15 a month, and by a calculation similar to that given above, it could be easily shown that among the 381 students under instruction in this standard, the average cost of each pupil's education last year was Rs. 5-3-0, this not merely for teaching the boy up to the required standard in his own vernacular, but for teaching him up to a corresponding standard in English also. Now, according to the statistics published in the annual report for the United Provinces for 1883-84, the average cost per pupil at purely vernacular primary schools was Rs. 3-10-0. So the English element that is taught in the primary classes at zila schools

has been added to the vernacular at an average cost of only Re. 1-9-0 per pupil, or in English money at a cost of about three shillings a year.

16. *Zila School houses.*—There is now no zila school house among the eleven existing in Oudh, which is too small to contain the numerous pupils attending it. All of these schools, excepting that at Fyzabad, were, at the time when they were founded, intended to teach up to the middle standard only. So when the Entrance classes were formed, through the energy and competition of the Head Masters, (in which respect the Oudh Circle has been exceptionally fortunate), there was need of additional space; and this has now been gradually provided in every district The Unao, Gonda and Rae Bareli school houses were enlarged two years ago; those at Sultanpur, Fyzabad, Hardoi and Bara Banki were enlarged a year or two sooner. The school house at Bahraich was enlarged only last year, and is now much better provided with space and light than it ever was before. The Sitapur and Kheri school houses have required no enlargement. In one or two instances as at Fyzabad, Bara Banki and Partabgarh, there is still some slight inconvenience caused by want of space: but the cases are not urgent, and on the whole it may be said that every zila school is provided with a good building.

17. *Boarding Houses*—Next to seeing a zila school provided with a suitable house, I have always attached the greatest importance to its having a boarding house within easy reach, in which students coming from outside villages and towns can be lodged during their attendance at school. If this is not provided, the benefits of a secondary education in English combined with vernacular are practically confined to those boys, whose parents happen to reside at the head quarter's station; whereas the residents of other parts of the district are equally entitled to a share of these benefits, and in some cases are equally desirous of securing them Ten years ago there were only three or four boarding houses in Oudh in connection with the zila schools. Now, I am glad to say, every school has been provided with one, except that at Lakhimpur in the Kheri district; and here too, a boarding house has been promised. The reports from Head Masters shew how much these boarding houses are appreciated. In the Partabgarh school there are now 40 boarders, of whom only three are in receipt of scholarships; and the Head Master, Bishambhar Nath Pandit, reports that applications have been refused from want of space For the Gonda school there is a convenient and well-designed boarding house with 25 inmates, of whom eight are in receipt of scholarships. In the Fyzabad boarding house there are 25 inmates, of whom four are in receipt of scholarships. At Sultanpur there are 15 boarders, and many applications were refused last year from want of space: the Head Master has therefore now applied for a second boarding house, as the ground on which the present one stands is too small to admit of its extension, and his application seems likely to be granted. At Hardoi there are no less than 34 inmates in a boarding house, which was constructed to hold only 28: two new rooms were added only last year, and yet further accommodation is already urgently needed. At Sitapur there is a boarding house built on the same design as that at Gonda, and containing at the present time about an equal number of inmates. At Unao the boarding house has just been repaired and enlarged, and the number of inmates rose at once from eight to seventeen, and further applications have been refused At Bara Banki the building used for a boarding house is very unsuitable, besides being not at all conveniently situated; the number of inmates is 15, and it is much overcrowded. It has therefore become urgently necessary to have an entirely new boarding built, and on a more suitable site At Bahraich, the boarding house, now being erected by the agency of the District Board, was nearly completed in March, 1885, when I was on march in that district. At Rae Bareli a district wing has at last been added to the Simri boarding house; it was opened by His Honor the Lieutenant-Governor and Chief Commissioner in November, 1884.

In illustration of the remarks given in previous paragraphs respecting the usefulness of the primary or preparatory classes, which form part of each zila school establishment, it is worthy of note that the boarding houses attached to zila schools are as much or more used by boys of the preparatory classes than by those of the upper ones; and certainly it would be impossible for boys under 16 years of age to come from the district into the head quarters station in order to attend the zila school, if there were no boarding house in which they could be safely lodged under the supervision of one of the teachers Thus, for example, in the Bara Banki boarding house at the present time, out of the 15 inmates residing there, only 3 belong to the secondary section of the school, while 12 belong to the primary section, and of these 12 no less than 9 belong to the lower primary classes.

In the Local Self-Government scheme, which is now in force, the control of teachers and of tuition of every kind has been reserved for the department, while that of boarding-houses has been vested in the hands of the district boards. The division of responsibility implied in this arrangement has worked well: for I have found it much easier to get boarding-houses erected, or repaired, or enlarged through the boards, who are now held responsible for their management, than it was through

the agency of the Public Works Department, which usually demurred to the erection of boarding houses from public funds.

18. *Anglo-vernacular Secondary Schools under private management.*—Under the above heading I include all schools, whether aided or unaided, which during the past year were teaching English combined with Vernacular up to the Matriculation or middle standards, or which aimed at doing so The following statement gives the general statistics of attendance, fee receipts, and expenditure during the past two years :—

Year.		Number of schools	Average monthly enrolment.	Average daily attendance	Fee receipts	Total expenditure	Average cost per pupil.	Cost to Government.
					Rs a. p	Rs. a. p.	Rs. a. p	Rs. a. p.
Aided Upper Grade.	1883 84 ...	...	...	...	...	...	...	...
	1884-85 ...	4	883	720	3,422 10 5	28,625 4 10	32 6 9	12 9 3
Aided Middle Grade	1883-84 ...	4	501	418	671 5 0	7,574 15 3	15 1 11	6 12 4
	1884-85 ...	5	652	532	844 0 0	8,435 13 0	12 15 0	5 13 6
Unaided Middle Grade.	1883-84 ...	...	..			...	...	...
	1884-85 ...	4	788	624	1,133 0 0	4,771 9 0	6 0 10	...

The names and localities of the schools included in the above list are as follows :—

I.—Aided Upper Grade.	Canning Collegiate School, Secular	Lucknow city.
	Rajá-ka-bazár, Church Mission	Ditto.
	Centennial School, American Mission	Ditto.
	Lyall Collegiate School, (Balrámpur) Secular	Gonda district.
II.—Aided Middle Grade	Nakhás, American Mission	Lucknow city.
	Victoria Street, Church Mission	Ditto.
	Mahmúdabad, Secular	Sitapur district.
	Khairabad, American Mission	Ditto.
	Bhinga, Secular	Bahraich district.
III.—Unaided Middle Grade.	Raj Narayan's School, Secular	Lucknow city.
	Ferrar Qaisari (Nánpara) Secular	Bahraich district.
	Ikauná, Secular	Ditto.
	Baundi, Secular	Ditto

It will be observed that 6 of the above schools, and these the largest and most important are in Lucknow city : and it is owing to this large supply of aided or unaided schools that no Government zila school has been provided for Lucknow as for other districts, most of the above 13 schools, as the heading given to this section of the report implies, are under private management. The exceptions are the Lyall Collegiate school, Mahmúdábád and Bhingá, all of which are maintained by Taluqadars or Rájás in their respective districts, but were placed from the first by their own founders under the management of the educational department. The Canning Collegiate school is managed by a committee composed partly of talúqadárs of Oudh and partly of the chief Government officials of Lucknow.

19. In the tabular statement given in the preceding paragraph, no figures are entered for the year 1883-84 against aided schools of the upper grade, and none against unaided ones of the middle grade. The reason of this, in the case of the former, is that there are oriental departments attached to two of them, and the statistics relating to these oriental departments, which in the present report have been separated from the rest, were in previous reports mixed up with those of the Anglo-vernacular schools proper ; and hence no comparison between the last two years, so far as the Anglo-vernacular schools are concerned, is possible. No entries have been made against the 4 unaided schools of the middle grade for the year 1883-84, because in that year one of the schools, (Ráj Naráyan's) was not then in existence, and two others, Baundi and Ikauná sent no returns to this office.

20. The only class of aided schools in the above table, which can be brought into comparison with schools under Government management, are those under heading I, "upper grade;" for there are no Government Anglo-vernacular schools in Oudh, whose highest standard is lower than that of matriculation. It has been generally maintained that schools under Government control are more expensively managed than those under private control. But in the present instance this is not true. The average cost per pupil at the 11 Government schools, in the year under report, has been shown already as Rs. 28-15-9 ; whereas that at aided schools of the same class, in the same year, was Rs. 32-6-9. Again, if we look to the fee receipts, the comparison is favorable to Government schools. In these the average monthly enrolment was 1,757, or as nearly as possible double that at aided schools of the same grade, which came to 883, the difference being only 9. But the fee receipts in Government schools amounted to Rs. 8,079 ; whereas that at aided schools of the same grade came to only Rs. 3,423, which is less than half of the other by Rs. 1,230.

21. The aided secondary schools, like those under Government management, do not only, or even chiefly, teach up to the entrance or middle standards. All (with the exception of the Canning Collegiate school, which abolished its preparatory classes last year), have pupils studying in the primary sections ; and the following statement

shows how the classification stood on the 31st March, 1885. A similarly complete return cannot be given for the unaided schools, as the manager of Baundi and Ikauná did not send in the figures :—

Year.		Upper primary section.					Upper primary section.			Middle section.			High section.			Grand Total.
		X.	IX	VIII.	VII.	Total.	VI.	V.	Total.	IV.	III	Total.	II.	I.	Total.	
Aided High Schools.	1883-84 ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	1884-85 ...	149	158	78	69	454	59	80	139	59	158	217	72	86	158	968
Aided Middle Schools.	1883-84 ...	186	92	90	59	427	48	16	64	30	30	60	...	...	...	551
	1884-85 ...	205	172	110	70	557	51	40	91	32	32	64	...	...	...	712

The mode of classification and the standards by which the several sections are graded, as I have stated above, are exactly the same as those in force in Government schools: the scheme, in fact, was the joint product of the Government Inspector and of the principal private managers. In both classes of schools, as was explained, every standard is distinguished from that immediately above it or below it by a two years' interval of time and work ; and if the text-books used in each are not always identical, the subjects are so nearly the same that no practical difference exists in the difficulty of the standards. If we compare the proportions of pupils studying in each grade or section, the results are as follows. In the 11 Government schools the percentages of pupils in the high, the middle, the upper primary, and the lower primary stages respectively are 10, 21, 26 and 43. In the aided schools of the same rank, the corresponding percentages are 16, 22, 15 and 47. The proportions do not greatly differ ; and the preponderance of pupils in the preparatory or lower stages implies, as I have already explained, that the classes belonging to the secondary stage would soon deteriorate in numbers and efficiency, if there were no preparatory classes, from which recruits could be regularly drawn.

22. The result of the annual examinations held in April last, may be seen in the following statement :—

Year.		Lower primary examination.		Upper primary examination.		Middle class examination.		Matriculation examination.	
		Examined.	Passed.	Examined.	Passed.	Examined.	Passed.	Examined	Passed.
Aided High Schools.	1883-84 ...	...	...	...	...	...	...	...	...
	1884-85 ...	63	30	75	28	117	41	66	14
Aided Middle Schools.	1883-84 ...	49	36	22	19	10	3	...	...
	1884-85 ...	64	35	34	22	25	8	...	...

As the system on which the two primary examinations are held has been so fully explained already in connection with the Government zila schools, the remarks that follow will be confined to the entrance and middle examinations.

23. *Entrance examination.*—The 4 aided schools teaching up to this standard in the Oudh Circle, in addition to the 11 Government ones, are the Canning Collegiate, Rájá-ka-bazár, Centennial, and Lyall Collegiate The Canning School Entrance class had an enrolment of 66 prior to the examination, 43 of whom passed the test examination and were considered fit to appear ; but only 9 or less than 21 per cent. came out successful, and more than half of these were in the third or lowest division. The Canning School has, therefore, had more than its due share in the general disaster ; but probably something of the failure may be ascribed to the fact that 66 is too large a class to admit of a single teacher being able to give as much individual attention to students as is required to equip them for matriculation. The Centennial school, American Mission, has been more successful in proportion to the number of examinees sent up, having passed 3 candidates out of 10 or 30 per cent. The Rájá-ka-bazár school Church Mission sent up 11 candidates, but passed only 1. The Lyall Collegiate school at Balrampur has at last, after several years' break, achieved a success. The entrance class was a very small one, consisting of only 4, and only 2 of these were allowed to appear. One passed, and he in the second division, as this is the first time that the Balrampur school has passed a candidate under its new name, the success now gained will, it is hoped, be the harbinger of greater success in the years to come.

24. *Middle examination.*—In estimating the results of this examination, it will be convenient to take, firstly, the aided schools of the upper grade ; secondly, aided schools of the middle grade ; and thirdly, the unaided schools.

(a) In regard to schools of the upper grade, 4 in number, (whose names have been given above), the result is far inferior to that obtained at the zila schools of the same rank. The total percentage of passmen to examinees at these aided schools was 36, against 56 at the zila schools. Among the 4 schools under report, the Canning Collegiate takes decidedly the lead, having sent up 61 candidates and passed 26, three of whom obtained scholarships. But even here the proportion of passmen to examinees was only 41, against 66 at Partabgarh, 62 at Sultanpur, 83 at Fyzabad, 79 at Hardoi, 60 at Sitapur, 77 at Unao, and 88 at Bara Banki. The Centennial School had an enrolment of 41 in class III, but sent up only 8, only half of whom passed, and most of these in the third division The Raja-ka-bázar had an enrolment of 43, and sent all but 3 of them up; of whom 11 passed, one in the first division. The Lyall Collegiate sent up its whole enrolment, consisting of 8, and 1 passed in the second division.

(b) Among the aided schools of the middle grade, 5 in number, the only school of any size or importance is that at Nakhás, Lucknow: and this was the only school that obtained a decided success, having passed 6 out of 13. That in Victoria Street, managed by the Church Mission, was merely in the primary grade, until quite recently: and none of its first batch of candidates, 5 in number, was successful. The Mahmúdábád school in Sitapur district has been maintained for a great many years past by Rájá Amír Hasan Khán; and I am very glad to find that the single candidate sent up this year, the first who has been sent for some years, was successful. The Khairábád school, American Mission, which like the preceding is in the Sitapur district, has gained a similar success after about as many years of depression. I regret that none of the 3 candidates from the Bhinga school was successful this year.

(c) The Raj Naráyan's school, which was opened only in September 1884, and which up to the close of the year under report, received no aid from Government or from any one but its own founder, passed 10 students in the last examination, and 7 of these in the second division. Considering that none of the students who joined this school had ever before studied in a third class, and that consequently there were only 7 or 8 months left for preparation, the result is very creditable to the teacher.

25. The year has been marked by a few events in connection with secondary Anglo-vernacular schools, aided and unaided, which it will be well to notice briefly in this place. The chief of these events are the following:—

(a) The Canning Collegiate school abolished, near the commencement of the past year, all its primary and one of its middle classes, retaining only class III for the middle examination and classes II and I for the entrance. These 3 classes are held in the College building, and there is no room for more.

(b) The gap thus made by the abolition of the above classes has been filled during the past year, partly by the Anjuman's school, (that is, a school maintained by the taluqadárs' committee in Lucknow), which receives no aid from Government and sends no returns to this office, and partly by the Rájá Naráyan's school, which rose rapidly into popularity in September, 1884, and acquired about 400 students, 62 of whom remained faithful to the school till the very last day of the term preceding the summer vacation, when the founder having become alarmed apparently at the success of his own work, like another Frankenstein at the monster whom he had created, dismissed all the teachers and broke up the school.

(c) The school, which in previous reports has been called by the name of Balrampur, and which lies in the Gonda district, has received the more ambitious title of the Lyall Collegiate school. The handsome building, the foundation of which was laid by His Honor the Lieutenant-Governor in November 1883, after whom the school is called, is now very nearly completed. The support given to the school from the Balrampur estate has been raised to the sum of Rs. 6,000 per annum; and Persian and Sanskrit departments have been added to the Anglo-vernacular school that existed already. The Anglo-vernacular school, too, has been strengthened in various ways; and the salaries of the teachers have been raised.

(d) The school in Victoria Street, Church Mission, Lucknow, which for the last few years has had nothing but primary classes, has now formed a middle class. It is through this improvement in the Victoria Street school that the number of aided schools of the middle grade has risen from 4 to 5.

(e) An Anglo-vernacular school, called Ferrar Qaisari, has been opened at Nanpárá, in the Bahraich district, by His Highness Jang Bahádur, the rajá of

that place. The Government building, in which a middle class vernacular school had been held up to that time, was granted to him for the purpose. The Headmaster, Benode Chandra Ghosal, has done the best he could with the pupils whom he had to take in hand. But he needs more assistance for the teaching of English, as none of the subordinate staff are acquainted with any language but their own. The rájá contemplates adding a couple of class rooms to the existing building; and it is hoped that he will be rewarded for the interest he has taken in the school by seeing it turn out successful. The school sends regular quarterly returns to this office, and conforms in all respects with departmental rules and standards. The school has not applied for any grant from Government; and the Mahárájá, I am told, does not desire one.

26. In connection with the events of the past year, one of the most salient facts to be noticed is the almost unlimited demand for English tuition that appears to exist among the people of Lucknow. No sooner is a new school opened for teaching English than it is immediately filled with students. The Victoria Street school revived by the Church Mission only three or four years ago, the Centennial school opened by the American Mission at about the same time, the Khatri Páthsháłá opened only two years ago, the Anjuman's school and the Ráj Naráyan's school, both of which were opened only last year, all filled up immediately. According to the census of 1881, Lucknow stood at the head of all the districts in the plains of Upper India, in regard to the number of boys of a school-going age who could read and write, surpassing even Benares by over two per cent. and Agra by over four per cent. Lucknow has always been famous as one of the chief seats and centres of Mahomedan learning; and students resort to it from all parts of Hindustan for the purpose of sitting at the feet of the most learned expositors of the religion and science of Islam. In this respect Lucknow holds the same kind of rank in these provinces that is held by Moorshedábád in Bengal or by Dehli in the Panjáb. But the number of students learning or seeking to learn English bids fair to surpass in time the number now learning Persian and Arabic; and if the present rate of progress continues, Lucknow will some day become an English-speaking city, like Calcutta or Madras. Independently of the number of students attending the Canning Collegiate school, and prior to the establishment of the two schools which have been taking its place since all its preparatory classes were abolished, (*viz.*, the Anjuman's and Ráj Naráyan's schools), the number of English-teaching schools of all grades in the Lucknow city was as follows:—

Grade of school.	Number of schools.	Students in lower primary.	Students in upper primary.	Students in middle stage.	Students in high stage.	Total.
Primary	5	591	67	...	...	658
Middle	2	304	64	45	...	413
High	2	249	84	125	38	496
Total ...	9	1,144	215	170	38	1,567

There were thus 1,567 students learning English at nine different schools, exclusive of the Canning school itself, at the time when the Canning College Committee decided that it was no longer necessary to keep up its primary and middle classes. I was out in camp and therefore unable to attend the meeting at which this measure was decided on, nor was I consulted beforehand as to the advisability of taking it. The measure, as subsequent events have proved, was not popular among the residents of Lucknow, who had been accustomed for many years past to look upon the school department of the Canning College as an equivalent to the Government zila school provided for every other district: and consequently when Pundit Ráj Naráyan circulated a notice of his intention to open a new school, the opportunity was seized with alacrity, and no less than 400 students kept their names on the rolls, till the day when the school was broken up by the founder's own wish. Such is the desire for the acquisition of English among the rising generation of Lucknow. If we add the 400 students enrolled at the Ráj Naráyan's school, the 300 studying at the Anjuman's school, and the 209 still retained by the Canning school, the total number of boys learning English in Lucknow on the 31st March 1885, was 2,476. Since the abolition of the Raj Naráyan's school, a new project has been started among some of the influential residents of Lucknow; which appears likely to lead to the resuscitation of the abolished schools on a new basis and under a new name. Munshi Newal Kishore has offered an endowment of Rs. 50 a month, and Babu Brij Bhúkhan Lal, Rae Bahádur, another of Rs. 25 a month, and Ráe Naráyan Das, the Judge of the Small Cause Court in Lucknow, is taking similar measures to endow an Anglo-Sanskrit department which is to be attached to the same institution. If these spontaneous and public-spirited efforts are seconded by a grant from the Municipal Board, there is every hope that the resuscitated school will be placed on a more permanent and solid footing than it was, while it remained in Pandit Ráj Naráyan's hands.

Oriental Schools and Departments.

27. The schools or departments, in which some oriental or classical language, such as Sanskrit, Arabic, or Persian, is made the chief object of study are shown in the following statement, together with the statistics of cost and attendance during the past year :—

Year	Number of schools.	Average monthly enrolment	Average daily attendance	Fee receipts	Total expenditure.	Average cost per pupil.	Cost to Government
				Rs a. p	Rs. a. p.	Rs. a. p	Rs. a. p
Sanskrit { Ajodhyá Páthshálá ...	1	65	52	...	2,417 1 6	37 3 0	18 7 5
Sanskrit { Lyall Collegiate school ...	1	54	35	48 8 8	701 14 0	12 15 11	..
Hindi-Sanskrit Rajá-ka-Bazár ...	1	72	62	15 0 0	383 0 0	5 5 1	2 8 2
Perso-Arabic—Lyall Collegiate school ...	1	35	25	48 8 8	630 10 4	18 0 3	...
Urdu Persian—Rajá ka-Bazár ...	1	68	59	32 0 0	452 0 0	6 10 4	3 0 3

Thus among the five schools or departments noted above, the three first are teaching Sanskrit only or Sanskrit with some admixture of Hindi, while the two last are teaching Persian, or Persian with Arabic There is no uniformity, however, as to the examining bodies with which these schools or departments are connected. The Government Sanskrit school at Ajodhya, and the Sanskrit department at the Lyall Collegiate school in Balrampur, prepare candidates for the examinations held by the Benarès College, while the Hindi-Sanskrit department at the Rajá-ka-bazár school in Lucknow has associated itself with the Lahore University. The Perso-Arabic department at Balrámpur and the Urdu-Persian department at Rájá-ka-bazar, both prepare candidates for the same university.

28. *The Sanskrit Schools* —Of the three Sanskrit schools named in the above list, most advanced at present is that maintained by Government at Ajodhya, one of the most sacred cities in India, to which Brahmans from all parts resort for instruction either at the Government institution, or at the private páthshalas. This is now the third year since it has sent up candidates for the Benares examinations. The Benares scheme consists of (*a*) the prathamá or first examination, answering to the entrance or matriculation of the University; (*b*) the madhyam or middle, which is a near equivalent to the First Arts; and (*c*) two higher examinations, for success in which the titles of Upádháy and Achárya are conferred, and which are a near equivalent to the M A. Examination of the Calcutta University. The first standard that the Ajodhya school (opened only five years ago) could attempt to reach was the prathamá or entrance; and considering how very ill-grounded the first batch of students were, all of whom had come from private páthsháláes where the system of teaching is entirely different, it was a task of no little labour to Pandit Devi Prasad and his assistants to bring them up to the required degree of accuracy. In December 1882, fourteen candidates appeared and nine passed. In December 1883, fifteen candidates appeared and seven passed. In April 1885, (for no examination was held in December 1884), 16 candidates appeared, and 10 have passed. These results are all very satisfactory, and reflect credit on the staff. Those who passed the prathamá in December 1882 and in December 1883 have been since preparing for the madhyama in the same school, and constitute respectively the first year and the second year classes. These, then, are practically college classes, preparing for an examination which is a near equivalent to the First Arts in English colleges. The interval between the prathamá and the madhyama is regarded as one of three years' work, judging by the progress which a student can be ordinarily expected to make. But in April 1885 one candidate was considered fit to appear, and he passed At the present time there are three classes in the school department preparing for the prathamá, and three for the madhyama. As it was impossible for the three pandits, who constituted the original staff, to teach so many different classes, sanction was obtained from Government for the entertainment of three additional teachers, one of whose salaries was to be met by the abolition of the Hindi preparatory school, which after a trial of five years was found to be of very little use.

29. The Sanskrit Department at the Lyall Collegiate school, to which allusion has already been made in paragraph 27, has been organized on precisely the same footing as the Government school at Ajodhya. It has at present 3 classes, and 49 students. The highest class consists of 6, and these six appeared for the Benares prathama examination in April 1885, 3 of whom passed. As these Sanskrit classes were only formed in the middle of 1884, it is very creditable to the Sanskrit teaching staff that they have been able to bring a class up to this standard on such very short notice. The Sanskrit department consists of three Pandits, and is under the general supervision of Pandit Viswa Nath, the Headmaster of the Lyall Collegiate school, as a whole.

30. The Sanskrit department connected with the Rájá-ka-Bazár school, Lucknow, has a somewhat different aim. It prepares for Lahore, and not for Benares; and it has primary and middle classes attached to the upper, in which Hindi is taught as well as Sanskrit. At the close of the year under report there were 50 students in the lower primary section, of whom two passed in class VII; six in the upper primary, of whom three passed in class V; nine in the middle, of whom two appeared for the departmental middle class examination, but neither of them passed. Over and above these there are nine students in preparation for the Prágya or Sanskrit entrance examination of Lahore, and four for the Vishárad, a near equivalent to the Sanskrit Madhayama of Benares. In May 1884, three students out of five appeared for the Prágya, and one passed. A similar examination was held near the close of May 1885, to which the Rájá-ka-Bazár sent up candidates: but the result is not yet known.

31. *The Persian Schools.*—Under this head there are only two schools or departments to be noticed; the Perso-Arabic department at the Lyall Collegiate school Balrampur, and the Urdu-Persian one at Rájá-ka-Bazâr, Lucknow. The former has not yet had two years of existence; for it was opened at the same time as the Sanskrit department already described. At the present time there are three students in direct preparation for the Munshi (Persian), and two for the Maulvi (Arabic) examination of Lahore. The latter, *viz.*, the Urdu-Persian school at Rájá-ka-Bazár, has 41 students in the lower primary section, of whom five passed in class VII; 13 in the upper primary, of whom four passed in class V; nine in the middle, of whom six were presented for the departmental middle class examination, but none of them passed. Over and above these there are eight studying for the Munshi or Persian Entrance of Lahore, and seven for the Munshi Alim or Persian First Arts. In the examination held in May 1884, four were presented for the former, but none passed; while one appeared for the latter, and was successful. Similar examinations were held in May 1885; but the results are not yet known.

32. It would be more convenient, and perhaps more expedient on other grounds, if some uniform system of examinations were in force for the oriental schools and colleges of these provinces, and if some agreement could be established as to the value to be attached to these examinations in comparison with those held at the English Arts Colleges. In the returns of the oriental department of the Canning College, for example, in which students are prepared exclusively for the Persian, Arabic, and Sanskrit standards of Lahore, the examinations called respectively Munshi, Maulvi, and Pragya, all of which are bracketed with the "Entrance Examination" in the Panjáb University Calendar for 1876-77, are shown by the Principal of the Canning College as equivalent to the First Arts. Again, in the returns of the Benares Sanskrit College, notwithstanding that the prathamá is regarded as a near equivalent to the Calcutta Entrance, all students alike are shown as belonging to the college department; whereas it would seem that none but those who have matriculated, that is, who have passed the Prathama, can be correctly shown as students of the Collegiate course proper. It appears, too, that in the oriental schools or departments at Gházipur, Gorakhpur, and Mirzapur there is much divergency in the scheme of studies adopted, and consequently much uncertainty as to the manner of showing the annual results: for these schools have not been studying hitherto either for Lahore or Benares. Should an University be established at Allahabad, as was suggested by the late Educational Commission, one of its uses might probably consist in putting an end to these discrepancies and doubts by establishing an uniform scheme of titles and standards which should embrace all the oriental schools and colleges existing in these provinces. Perhaps, too, some of the advanced indigenous schools, where Sanskrit or Arabic is taught, might be willing to adapt their courses to these standards; and they would probably do this without hesitation, if the titles to be awarded come to be generally recognized as marks of literary distinction. It is difficult to see how the "advanced" indigenous schools or classes respecting which statistics are now being laboriously collected every year, could be aided or encouraged on any other plan.

Middle Schools, Vernacular.

33. There has been no change in the number of middle schools, vernacular, since the previous year, nor has any school of this class been transferred from its old site to a new town or locality. The variations in enrolment, attendance, fee receipts, and cost are shown in the following return. All are under Government management, and are maintained by public funds:

Year.	Number of schools.	Average monthly enrolment.	Average daily attendance.	Fee receipts.	Total expenditure.	Average cost per pupil.
				Rs.	Rs.	Rs. a. p.
1883-84 ...	53	5,176	4,419	3,596	39,184	7 9 1
1884-85 ...	53	5,937	5,115	4,299	39,977	6 11 9

Thus the average monthly enrolment has risen by Rs. 761, the average daily attendance by Rs. 696, and the fee receipts by Rs. 703. There has been an increase of Rs. 793 in the total expenditure, but a fall of nearly three annas in the average cost per pupil.

34 The total enrolment on 31st March, as distinct from the average monthly enrolment shown in the previous paragraph, was 6,361 against 5,785 at the close of the previous year. The distribution of these students sectionwise and classwise is shown as follows, for the last two years :—

Year.	Lower primary section.				Upper primary section.			Middle section.			Grand Total.
	Class 7.	Class 6.	Class 5.	Total.	Class 4.	Class 3.	Total.	Class 2.	Class 1.	Total.	
1883-84 ...	1,698	970	933	3,601	833	618	1,451	409	324	733	5,785
1884-85 ...	1,823	936	963	3,722	859	706	1,565	523	551	1,074	6,361

The improvement in classification has, it will be seen, more than kept pace with the increase in enrolment. For in the lower primary section (classes VII, VI, V), the total increase amounts to 121, in the upper primary (classes IV and III) to 144, and in the middle (classes II and I) to 341. The increase in class II alone amounts to 114, the same as that in the two classes combined, of which the upper primary section is made up. In all the classes except class I the enrolment on 31st March, consists, as it has done in all past years, partly of those students who received promotion a few weeks before the close of the year on the results of the annual examination, partly of those who were refused promotion and remained in the same class as before, and partly of those few, who may have had their names entered on the rolls in the interval between the examination and the last day of the official year. The enrolment in class I is and cannot but be exceptional under present arrangements. This class is not examined *in situ*, like the rest, at the close of the year, but undergoes the middle examination held simultaneously in all districts at the head-quarters station. It was not till after the 31st March that this examination was held; and thus the enrolment in class I on that date included not only those students (337 in number) who had been in the class during the whole of the past year and who were to appear for the middle examination in the April following, but also those who had been recently promoted into it from class II, the number of whom was 214.

35. *Middle Class examination.*—The results of the middle class examination, by which the efficiency or otherwise of those schools is intended to be chiefly tested, are shown as follows for the last two years :—

Year.	Number of schools possessing a first class.	Number of examinees	Number passed in Division—				Number failed in—				Percentage passed.
			I.	II.	III.	Total	Language	Mathematics.	History and Geography.	Science.	
1883-84 ...	53	269	27	78	9	114	137	78	35	11	42·3
1884 85 ...	53	330	9	59	47	115	...	...	...	...	35·

Thus the total number of examinees was 330. The total number of students, who had been studying in class I, during the year preceding the examination and who were therefore eligible to appear, was (as we have shown) 337; and hence only seven students were absent, either from illness, or from inability to pay the admission fee, or from any other cause. In Oudh there is no preliminary test, which candidates are made to undergo before they are allowed to appear, such as prevails (as I have heard) in some divisions of the North-Western Provinces. In fact, Deputy Inspectors have been prohibited from holding any such test, or from allowing the Head Masters of schools to hold one. The order issued from this office is that every student, who has studied for one whole year in class I shall be allowed to appear, whatever the opinion of the head-master or the Deputy Inspector may be as to his likelihood of success. In the year

1883-84 there was one headmaster, who, contrary to existing rules, held a test examination of his students, and disallowed on his own authority four of them from appearing. The four youths, conscious apparently of their own fitness, resorted to a neighbouring district, where they passed themselves off as private candidates, and all four came out successful in the examination. Such an event is worth noticing as showing the unfitness of headmasters to be trusted with the testing of their own pupils, and their propensity to err on the side of strictness. As the minimum percentage required for a pass is not now unreasonably high, it is hardly probable that a boy who has studied for one full year in class I will have no chance of passing, unless sickness or some other unavoidable cause may have interfered with his progress.

36. The percentage of passmen to examinees in the year 1883-84 was 42·3. In the year under report it has fallen to 35. Moreover, there is a larger proportion of third division passmen, and a smaller one of those who passed in the first division. A similar change of proportion has occurred in the divisions of the North-Western Provinces also; which appears to imply that the examiners have been stricter in their marking. The result, as a whole, is not above moderate.

37. The following statement will show the names of the schools which sent up candidates from each district together with the number of examinees and passmen :—

Name of district.	Number of schools with class I.	Number of examinees.	Number of passmen.	Name of schools sending candidates.
Lucknow ...	5	28	9	Malihábad, Chawk, Naubastá, Mahoná, and Amethi.
Bara Banki ...	7	42	11	Dariábád, Rudauli, Zaidpur, Fetehpur, Haidargarh, Ramnagar, and Kursi.
Unao ...	7	35	16	Purwa, Safipur, Behar, Nagar, Maurawán, Muradabad, Mohán.
Sitapur ...	6	29	12	Biswán, Paintepur, Misrikh, Khairábad, Laharpur, Machhreta.
Hardoi ...	8	55	24	Sandila, Sháhábád, Bilgrám, Mallawan, Sandi, Pihani, Gopamau, and Báwan.
Kheri ...	4	18	2	Kheri, Muhamdi, Barwar, and Aurangabad.
Fyzabad ...	3	20	6	Akbarpur, Tándá, and Jalálpur.
Gonda ...	4	20	6	Utraulá, Paraspur, Nawabganj, and Colonelganj.
Bahraich ...	2	16	3	Ghulamalipura and Jarwal.
Rae Bareli ...	3	30	9	Salone, Inhona, and Jais.
Sultanpur ...	2	15	9	Jagdispur and Dostpur.
Partabgarh ...	2	22	8	Partabgarh and Patti.
Total ...	53	330	115	

38. In the Lucknow district only four schools appear in the general form published in the appendix as belonging to the middle grade. But the village school at Amethi has been working up to this standard; and hence the number has been raised to five. The most successful of these five schools were Malihábad, Mahoná and Amethi. Naubasta, passed one,—the only candidate sent up. The Chauk school, which 10 or 11 years ago was the best and largest vernacular school in Oudh, failed entirely, having sent up only four candidates, all of whom were plucked. The steady decline of this school exemplifies the remarks given in a previous paragraph as to the increasing desire for English among the residents of Lucknow. The school-house at Malihabad is now being enlarged, and that at Mahona stands much in need of it.

39. In the Bara Banki district, out of the seven schools named in the above list, the only one which at all distinguished itself, was Fatehpur, and the only one which entirely failed was Haidargarh. The other schools all passed one or more candidates. This is the second year running in which the Fatehpur school has acquitted itself well. In the year 1883-84 the Dariabad school made an equally creditable show; and in the year under report, it did next best to Fatehpur. There are certainly the two best vernacular schools in the district. The Fatehpur school has not only done better than the rest in the examination, but it has secured a larger accession of pupils. An enlargement of the present school-house has become an urgent necessity.

40. In the Unao district there are, as the above table shows, seven schools of the middle grade, but one of these (Bangarmau) had no 1st class. The district on the whole has done well, having passed nearly 50 per cent. of the candidates sent up. The chief credit of the success, however, rests most decidedly with the schools at Purwa and Mohan. None of the other schools did anything conspicuous, and Maurawan totally failed. The Safipur school is improving under its new headmaster, Munshi Zia-uddin, and the primary classes have been well grounded. The school-house, however, stands in much need of enlargement.

41. In the Sitapur district the result, though not above moderate, has been much more satisfactory than in the previous year. Of the six schools named above, the three which did best were Khairabad, Laharpur, and Machhreta: while the Paintepur school totally failed. The Biswán and Misrikh schools each passed a single candidate. The Biswán school, considering its past history, should have done better. The school at Misrikh has always laboured under the disadvantage of being surrounded by Gangáputra Brahmans whose partiality for ignorance is well known. It is improving however under its new headmaster, Pandit Bal Makund, a Brahman of the Gaur tribe.

42. The Hardoi district has done well, the result being very similar to that of the previous year. The schools at Sandila, Bilgrám, Mallawán, and Pihani take the lead of the other four. But none of these four has totally failed. The percentage of passmen to examinees was nearly 40.

43. The Kheri district has not maintained the success which it gained in 1883-84. Its four schools sent up 18 candidates, which was itself, a small number to send; and of these few only 2 passed: the two schools of longest standing in the district, Barwar and Aurangabad, failed to pass a single candidate. The same two schools totally failed in the year 1883-84 also. The change of headmasters since that date, and the supply of commodious houses for both schools, have thus far yielded no fruit.

44. In the Fyzabad district the results are somewhat below moderate. In 1883-84 the Akbarpur school did the best in the whole of Oudh, having passed 10 out of 14 candidates. But in the year under report, only 3 passed out of 9. The Tánda school has done very badly, having passed only 1 out of 8 candidates,—a result which should not have occurred after the addition made 2 years ago to the tuitional staff. The Jalalpur school, which has totally failed for several years past, has at last turned the corner, and passed 2 out of the 3 candidates sent up. This improvement is no doubt due to the change of headmaster made in April 1884. It might be pleaded in defence of the three Fyzabad schools that the towns, in which they are situated, are in a very depressed condition as compared with what they once were. The weaving industry for which they were once famous has very seriously, in fact almost hopelessly, declined; and educational progress is obviously incompatible with increasing poverty.

45. In the Gonda district the results are exactly equal to those of Fyzabad, 20 candidates having appeared, and 6 having passed. But the Gonda district has four schools instead of three, and therefore a better result might have been expected. The Utraulá school totally failed, having sent up only 2 candidates, both of whom were plucked. There has long been need of a change in the second mastership, and an opportunity has now occurred of sending a new man. The headmaster, however, might have exerted himself a little more than he did. The Paraspur school has increased immensely in attendance, since Pandit Manohar Lal was made headmaster; but what we most look to in middle class vernacular schools is success in the middle class examination. In this respect the Paraspur school has been disappointing, only 3 having passed out of the 9 sent up. The other two schools, (Nawabganj and Colonelganj), have each passed one or two candidates. This is the first time for some years that the Nawabganj school has passed a candidate.

46. In the Bahraich district there are only two schools of this grade, and the collective result, allowance being made for the fewness of schools and candidates, was about equal to that of Fyzabad and Gonda. The second master at Ghulamalipura was not fit for his post, and has been lately replaced by another. The headmaster, too, is comparatively a new man; and there is now some hope that the school will take a new departure. The Jarwal school labours under the disadvantage of a very damp and feverish climate.

47. In the Rae Bareli district the three vernacular schools in preparation for the middle class examination, have done fairly; the Salone school having passed 2 out of 5, Inhona 4 out of 12, and Jais 3 out of 13. Thus out of all the candidates presented, 30 per cent. have passed. This is an improvement on the previous year; and corroborates the opinion expressed by the Assistant Inspector some four months before the examination was held, that each of these schools was doing well. There is need of two more vernacular schools of the middle grade for this district, since nothing of the kind exists either for the Dalmau or the Rae Bareli tahsils. In the former tahsil, especially, where village schools are thickly scattered among the people and are in a high state of efficiency, a middle class school would be certain to answer. But the only way in which such wants could be supplied would be by obtaining an increased grant from Government for the purpose; for if the cost of their maintenance were taken from the sum set apart for village schools (called till lately the one per cent. rural cess), this would be an infraction of the purposes for which the rural cess is levied; and village education would suffer to the same extent that secondary education would gain.

48. The Sultanpur district has done very well. It has only two schools of the grade under report; and Jagdispur has passed 5 out of 10, while Dostpur has passed 4 out of 5, making a percentage of 60 passmen to the number of examinees. This confirms the favorable report given by Mr. Graves some five months before the

examination. Both schools have improved greatly in attendance, as well as in educational results. Jagdispur has a substantial school house, which is now, however, becoming too small. A new school house for Dostpur, which has long been needed, is now in the course of construction. One more school of the middle grade could advantageously be opened, if the Government could find the funds, at Hasanpur about 5 miles distant from the head quarters station. The Sultanpur tahsil has at present no middle class vernacular school of its own.

49. In the Partabgarh district there are only two schools of this class. The school at Partabgarh itself has done better than any other in Oudh, having passed 8 out 14 candidates. The Patti school, which sent up 8 candidates, totally failed. The failure was unfortunate, as the attendance and classification had improved considerably, and the boys will now be discouraged. This district, like the two last named, is not sufficiently supplied with secondary vernacular schools. Steps are now being taken to open a new one at Kunda, out of funds provided by Government; and the plan and estimates of the school house required for the purpose have been already sanctioned.

50. *Examination of primary classes.*—The results of the last annual examination of all the primary classes, as distinct of course from those classes belonging to the middle school proper, are shown in the following return, which will enable the reader to compare these results with those of the previous year:—

Year.	Class VII A.		Class VI.		Class V.		Class IV		Class III.		Grand total of passmen
	Examined.	Passed.	Examined.	Passed	Examined	Passed.	Examined.	Passed.	Examined.	Passed.	
1883-84	...	...	831	604	726	637	528	366	354	206	1,813
1884-85	875	643	936	769	775	695	695	489	499	303	2,899

It should be understood that class V is the one whose curriculum represents the lower primary standard, and class III the upper primary. In the former there has been a rise in the number of pass men (that is, of students who passed in *all* subjects and not merely in individual ones), from 637 to 695, and in the latter, from 206 to 303. The results in these two standards are all that is required for the annual educational returns prescribed by Government. But the system followed in Oudh is to examine every class of the primary or lower grade, and not merely classes V and III. In all classes the number of pass men, as may be seen from the above table, shows a satisfactory increase against that of the previous year. Class VII A was included in the scheme for the first time in the year under report. By A is meant the more advanced portion of the lowest class. It includes those students who are sufficiently advanced to be able to write easy monosyllables to dictation, and to work out easy questions in simple addition and repeat portions of the multiplication table. It excludes, therefore, those who are below this mark, and who at present are only learning to read and write vowels and consonants of their own vernacular, and figures to two or three digits.

51. The curriculum of class V (lower primary) and that of III (upper primary), as well as those of the remaining and intermediate classes, coincide precisely with the standards prescribed for village schools, and the very same books are used. As the details of these standards will be given hereafter in my report on the Oudh village schools, it will be needless to quote them in this place, especially as the chief interest attaching to schools of the middle grade is centred in the middle, and not in the primary examination. It may be stated, however, that the subjects prescribed in these schools for the lower primary and upper primary examinations do not differ in any respect from those laid down in the report of the sub-committee appointed (under the Resolution in the Home Department, No. $\frac{2}{111\ 19}$, dated 13th February, 1882,) for the revision of the annual statistical returns of education. The minimum percentage of marks required for passing in each subject is 50. The examination is held in writing by the headmaster of each school, in the third week of December. His results are afterwards tested in the months of January and February, when the same classes are collected with those of village schools into certain examination centres, on the plan described below in connection with village schools. At these centres the classes are re-examined either by the Deputy Inspector alone, or by the Inspector himself, or by his Assistant, if one of these officers happen to be on tour with the Deputy Inspector at the time. The headmaster is therefore careful not to promote any boy prematurely into the class above him. If premature promotions are detected, they are disallowed.

Primary Education.

52. Under the general head of primary education there are two classes of schools to be described; firstly, those in which the vernacular is taught in conjunction

with an elementary course in English, the latter being more elementary by two or three years than the highest course reached in the former ; secondly, those in which the vernacular is taught without any subsidiary course in English being added. The English element in schools of the former class has no *raison d'être* except as a stepping-stone to some larger Anglo-vernacular school, to which they (the primary schools) are attached as branches. The latter are not only much the most numerous of the two, but are for the most part unconnected with schools in the secondary stage and stand on an entirely independent footing.

PRIMARY SCHOOLS, ANGLO-VERNACULAR, FOR BOYS.

53. *Government Branch schools.*—The general statistics of enrolment, attendance, fee receipts, and cost relating to these schools are contained in the following comparative statement :—

Year.	Number of schools.	Average monthly enrolment.	Average daily attendance.	Fee receipts.	Total expenditure.	Average cost per pupil.	Average cost to Government.
				Rs. a. p.	Rs. a. p.	Rs a p.	Rs. a. p.
1883-84 ...	22	1,504	1,278	1,291 3 9	5,850 2 6	3 14 3	1 10 8
1884-85 ...	22	1,680	1,460	1,594 3 4	6,449 6 4	3 13 5	1 8 8

There has, therefore, been no change in the number of schools since the close of the year preceding that under report ; but there has been a considerable rise in the average monthly enrolment, in the daily attendance, and in the fee receipts. These results have not been obtained without an addition of Rs. 599 to the collective cost incurred in the previous year : but more than half of this addition has been covered by the increase in the fee collections, and the net result has been that the individual cost per pupil has fallen by about 2 annas. All of these schools are situated in the same towns or stations as the zila schools to which they are attached as branches, and seldom at a distance of more than 1 mile or 1½ mile from the main school. There are two at Bara Banki, one at Unao, four at Sitapur, one at Hardoi, one at Lakhimpur, four at Fyzabad, two at Gonda, two at Bahraich, two at Rae Bareli, one at Sultanpur, and one at Partabgarh. All are under the immediate supervision of the headmasters of their respective zila schools, or of any teacher on the zila school staff, whom the headmaster may depute as visitor and inspector. All but one, *viz.*, that at Unao, are in receipt of grants from municipal funds.

54. The relation in which these branch schools stand the their respective zila schools is, and has long been, clearly defined and regularly observed. They teach up to the lower primary standard *in the vernacular* ; and this standard is therefore the admission test from the branch school to the main school. It is also the highest standard to which branch schools profess to teach. They are not able, and they do not profess, to teach up to the same standard in English also; and originally, when these branch schools were first established, they taught no English at all. Of late years, however, it has been found convenient to teach the English Primer or one of the first Readers in the highest Vernacular class. This is the only way in which the zila schools can be relieved of the burden of maintaining large primary classes for teaching the first elements of English ; for these elements must be taught somewhere, and if they are not taught in the branch school, they must be taught in the zila school itself. The lower primary standard in the vernacular, which has been made the admission test into the zila school, is the same precisely as that used by purely vernacular schools in villages and towns; and as this standard will be described in detail in connection with the subject of village schools, there is no need to enter into further particulars in this place. At the close of the educational year, (which under the new arrangements is the last week of April,) every branch school is examined by the headmaster of its main school; and those who pass the lower primary standard in their own Vernacular and who desire to join the zila school, are entered on the rolls as soon as the zila school re-opens. From class VII in the branch school, where they pass the lower primary standard in their own vernacular, the boys are transferred to class VII in the zila school, and there they must remain, till they have passed the same standard in English which they had already passed in the vernacular only when the English has been mastered up to this point, are they fit to be promoted in regular succession from year to year to the classes above. Thus no zila school can do without a 7th class, and in some cases it has been found necessary to form classes even lower than the seventh, so that the grounding in English may be brought up to the required degree of strength. There is no zila school in Oudh having so many and such efficient branches attached to it as that at Fyzabad, and in a recent circular from the head office this school was held up to others as having set the commendable example of abolishing its lower classes, and thus throwing the entire preparatory teaching up to "the seventh English class" upon its branch schools. The statement, however, is not

correct. The branch schools at Fyzabad do not, and cannot, teach efficiently up to the seventh standard in English; and thus the Fyzabad zila school is compelled to form a seventh class of its own, to be taught under its own roof, no less than every other zila school in the Oudh circle.

55. *Aided Primary Schools, Anglo-vernacular.*—During the year under report there were eight aided Anglo-vernacular schools of the primary grade against seven of the previous year. The difference has been caused by a loss of one school and again of two others in its place; one (the Victoria Street school) having risen to the rank of middle, and two new ones, (the Khatri Pathsálá at Lucknow, and the Jahánábád school at Rae Bareli) having been added. The statistics for the last two years are as follows:—

Year.	Number of schools.	Average monthly enrolment.	Average daily attendance.	Fee receipts.	Total expenditure.	Average cost per pupil.	Average cost to Government.
				Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
1883-84 ...	7	743	598	514 11 9	5,842 8 0	7 13 10	3 5 3
1884-85 ...	8	814	623	644 10 9	7,228 13 4	8 14 1	3 11 10

Five of the above schools are in Lucknow, and all but one of these five were started and are still maintained by the American Mission. The exceptional school is that known as Khatri Pathsala, which was opened in 1883 by a few influential merchants, pleaders, and others, with the special object of reviving the study of Hindi literature in conjunction with a parallel course in English. The remaining two schools are under missionary management, one at Jahanabad in the town of Rae Bareli, and the other at Pannahpur, a village of native Christians in the Kheri district.

56. The aided schools of the class under report stand upon a different footing from the Government Branch schools already described. They are not attached as branches to any main school, nor do they profess to limit their teaching to the lower primary standard, but carry it to the upper primary, and this not merely in the vernacular, but in English also. The results of the last examination in both standards, for the last two years, will be seen from the following table:—

Year.		*Lower Primary Examination, Class VII.*			*Upper Primary Examination, Class V.*		
		Enrolled	Examined.	Passed.	Enrolled.	Examined.	Passed.
Government ...	1883 84 ...	283	204	166	...	...	...
	1884-85 ...	224	220	205	...	...	...
Aided ...	1883 84 ...	94	66	45	45	25	19
	1884-85 ...	81	83	37	28	28	21

The Government Branch schools, with a smaller enrolment in class VII than they had in the previous year, have passed a larger number of students than they have ever done before. In the aided schools, though they teach to a higher standard, the bulk of the students belong to classes below the 7th, and this accounts for the small number, both of examinees and of passmen.

Primary Boys' Schools.

Vernacular.

57. The number of primary schools for boys, vernacular, in the year under report was 1,162, with a total enrolment on the 31st March of 47,203 students, against 1,154 schools, with an enrolment of 44,553 in the year preceding. The entire list of boys' schools of the primary vernacular grade (independently of the primary sections of middle class schools which have been shown already), may be conveniently grouped under four different headings as follows:—

	Number of schools.		*Number on rolls.*	
	1883-84.	1884-85.	1883 84	1884-85.
(1) Village schools, Government	1,107	1,104	42,863	44,908
(2) Primary town schools, Government ...	26	24	843	892
(3) Primary schools, aided	8	12	368	707
(4) Ditto, unaided	13	20	479	696
Total ...	1,154	1,162	44,553	47,203

Village Schools.

58. The Government village schools, as distinct from those primary schools which are maintained in towns, &c., are to a considerable extent supported by municipal funds, are by far the most important machinery that exists for the spread of elementary knowledge among the male children of the rural population. The variations in the number of these schools, their cost, and the number of students

either enrolled or in actual attendance, can be seen in the following statement, which gives the statistics for the last two years :—

Year.	Number of schools.	Enrolment on 31st March.	Average monthly enrolment.	Average daily attendance	Total expenditure.	Average cost per pupil to Government.
					Rs	Rs. a. p
1883-84	1,107	42,863	41,358	33,102	1,14,930	2 12 0
1884-85	1,104	44,908	42,881	35,246	1,16,944	2 11 5

The number of village schools has thus decreased by three. But notwithstanding this, there has been a considerable rise both in enrolment and in attendance, and a slight decrease in the cost per pupil. As the allotment placed at the disposal of the department or of the district boards for the maintenance of village schools varies very slightly, if at all, from year to year, and as the cost of village education cannot be made less than it is, the variation in the number of schools has for several years past been so slight as to be scarcely noticeable. The progress, therefore, which has been made in other respects, is creditable to the Deputy Inspectors and teachers. By the 31st March 1883 the enrolment had risen by 886; on the 31st March in the year following it rose by 1865; and on 31st March in the year under report there has been a further rise of 2,045; making a total increase in the last three years of 4,796 without any corresponding increase of schools. The average daily attendance, as compared with that of the previous year, has risen by 2,144 These improvements are due, as I have explained in past reports, to the vigilance which continues to be exercised in scrutinizing the registers, and to the exhaustive and searching nature of the annual examination, to which all village schools are now subjected in Oudh in the last quarter of each official year This examination has stirred up the energies of teachers more than any other measure that has been passed within my incumbency: for teachers now see very clearly that nothing is to be gained by fictitious entries of attendance or fictitious displays of any kind, and that their salaries for the incoming year depend on the results of their teaching.

59. The curriculum at village and other primary schools, vernacular, consists of an upper and a lower course, the former of which comprises classes IV and III, and the latter classes V, VI, and VII. The following programme shows at a glance the course of studies prescribed for each class within the section to which it belongs :—

Lower Primary Section.

Subject.	Standard of Class VII.	Standard of Class VI.	Standard of Class V.
(1) Reading ...	To read letters and easy monosyllables at sight. Mufid-ul-Mubtadi, Part I.	To read easy sentences at sight. Mufid-ul-Mubtadi, Part II. Talim-ul-Mubtadi	To read from the Third Reader and from a Letter-writer Talim-ul-Mubtadi, Part II. Dehat-ki-safái Mufid ul-Inshá
(2) Writing ...	To write simple and double characters and copy words from the book.	To write to dictation from the above Readers	To write to dictation from the above Readers or from any other book of similar difficulty not studied in class.
(3) Arithmetic	Numeration to three digits and easy questions in simple addition.	More difficult addition, simple subtraction, and simple multiplication with whole and fractional multipliers	Simple division, the four compound rules, with reduction, and the use of fractional multipliers.

Upper Primary Section.

Subject	Standard of Class IV.	Standard of Class III
(1) Reading ...	A prose Reader on natural objects, a poetical Reader, and a collection of letters on business matters. Khilqat ká-Bayán, Mufid ul-Sibyán Nazm, Maktúb-i-Ahmadi.	A more difficult selection of poetry and a larger and more varied collection of business papers, such as leases, bonds, agreements, &c. Majmúa-i Sakhan. Majmua-i-Kaghzat-i-Karrawái.
(2) Writing ...	Dictation from the above books, or from any other books or newspapers of similar difficulty	Composition of an original letter or other document.
(3) Arithmetic ...	Simple and compound proportion and simple interest, with the use of fractional parts.	Vulgar fractions, decimals, compound interest, and square root.
(4) History and Geography.	A history of Oudh, ancient and modern, and the Geography of Oudh and the North-West, as in Avadh-ka Bayán	Outlines of general geography and of Indian history as in *Pahla Jugrafia and Hindustan ka Bayán.*
(5) Mensuration ...	*Nil nil nil* ...	The mensuration of lines, triangles, circles parts of the circle, and four sided figures, as in Misbáh-ul-masáhat
(6) Optional subjects.	*Nil nil nil* ...	Persian: Masádir i Farsi, Gulzar-i-Dabistan

60. On comparing the above standards with those defined by the Sub-committee, which was appointed under the Resolution in the Home Department No. $\frac{2}{111-19}$, dated 13th February, 1882, for the revision of the annual statistical returns of education, it will be seen that the subjects noted in the above programme as coming under standard or class IV may be justly considered to constitute an upper primary course no less than those noted under standard or class III; and hence it has been the custom in the Oudh reports up till now to include students of class IV with those of class III as having been examined in the upper primary standard, and to enter the number of passmen in the form published as an appendix to the annual report. But in the appendix to the present report class IV has been omitted from the return in compliance with instructions received from the head office, that the return in question is intended "to refer *exclusively* to the first form of the upper primary section known as the 3rd class" The matter is of no importance, so far as Oudh is concerned; for in point of fact, a regular annual examination is held of *every* class; and the results both of success and failure are shown in detail in a form of statement which is inserted in the body of the annual report, as will be seen below.

61. The proportion of students enrolled in the village school registers as studying in the several classes or standards described in paragraph 59, is shown in the following statement. These figures relate exclusively to the enrolment as it stood on the 31st March in the last two years :—

Enrolment on 31st March.	*Lower Primary Section*				*Upper Primary Section.*			Grand Total.
	Class VII.	Class VI.	Class V.	Total	Class IV	Class III.	Total.	
1884	19,548	8,079	6,426	34,053	4,784	4,026	8,810	42,863
1885	20,549	7,975	6,597	35,121	5,313	4,474	9,787	44,908

The enrolment shown above is made up of three factors. It consists of the students who received promotion before the close of the past official year and immediately after the annual examination had been held; of the students who failed to obtain promotion after that examination; and of the students who may have been admitted into any class between that time and the 31st March, 1885. For many years past the enrolment on the last day of the official year has been calculated on this system. The progress, as compared with the previous year, is satisfactory. The total increase in the lower section comes to 1,168, and that in the upper to 977.

62. The results of the annual examination held in the last two years are shown in the two accompanying statements. This is now the fifth year since the examination was established and brought into force. The first statement shows the number of students who passed in *all* subjects together with the number enrolled in each class at the time when the examination was held, and the number who appeared for the examination. The other shows the number of students in each class or standard who passed in *individual* subjects.

Results of General Examination of Village Schools in Oudh held in last quarters of 1883-84 and 1884-85.

District.		Total number of village schools.	Passed in all subjects of examination.													
			Standard or Class VIIA.			Standard or Class VI.			Standard or Class V.			Standard or Class IV.			Standard or Class III.		
			Enrolled.	Examined.	Passed.	Enrolled.	Examined.	Passed.	Enrolled.	Examined.	Passed.	Enrolled.	Examined.	Passed.	Enrolled.	Examined.	Passed.
Lucknow	1884 ...	63	...	...	...	369	333	254	282	240	184	208	182	142	145	120	71
	1885 ...	63	298	298	185	285	277	215	256	227	190	189	177	123	175	174	130
Bara Banki	1884 ...	123	...	...	...	865	765	648	579	498	466	391	329	254	232	209	157
	1885 ...	113	1,625	1,444	823	955	785	615	686	596	511	458	374	244	288	257	181
Unao	1884 ...	96	...	...	...	713	630	380	438	389	319	249	213	126	127	120	77
	1885 ...	97	808	740	400	647	580	490	533	487	367	316	306	186	171	165	113
Sitapur	1884 ...	111	...	...	...	566	498	298	354	326	210	317	294	182	238	227	105
	1885 ...	114	772	698	470	580	528	375	402	378	291	281	251	163	301	286	160
Hardoi	1884 ...	117	...	...	...	743	572	338	552	385	230	339	242	53	175	142	36
	1885 ...	123	864	847	445	797	603	419	598	476	319	381	299	82	175	140	39
Kheri	1884 ...	71	...	...	...	406	317	192	295	223	146	129	105	54	67	65	21
	1885 ...	71	551	465	365	421	375	306	268	227	185	191	158	98	105	97	51
Fyzabad	1884 ...	72	...	...	...	570	530	431	437	395	340	327	306	225	232	217	120
	1885 ...	73	621	567	463	515	490	410	457	434	363	334	318	257	3[illegible]1	297	192
Gonda	1884 ...	100	...	...	...	563	479	278	436	353	237	307	250	126	236	207	104
	1885 ...	100	666	602	429	514	428	329	419	379	288	298	257	147	263	233	142
Bahraich	1884 ...	75	...	...	...	647	483	311	448	342	247	280	211	146	226	205	108
	1885 ...	75	690	576	364	529	436	334	397	356	306	242	217	145	173	160	105
Rae Bareli	1884 ...	115	...	...	...	876	701	424	657	557	362	491	421	211	370	309	152
	1885 ...	115	1,266	919	599	777	698	517	662	593	476	483	400	260	374	337	175
Sultanpur	1884 ...	88	...	...	...	646	548	423	456	403	325	347	303	190	247	231	114
	1885 ...	86	675	606	355	620	557	445	521	479	377	376	349	227	261	275	166
Partabgarh	1884 ...	76	...	...	...	579	546	382	406	347	272	323	272	181	311	256	158
	1885 ...	74	578	441	392	479	426	377	438	403	347	343	296	236	326	279	196
Total	1884 ...	1,107	...	...	...	7,543	6,402	4,359	5,340	4,458	3,338	3,708	3,128	1,890	2,600	2,308	1,228
	1885 ...	1,104	9,414	8,203	5,390	7,119	6,183	4,772	5,637	5,035	4,000	3,891	3,402	2,168	2,943	2,700	1,650

Results of General Examination of Village Schools in Oudh held in last quarters of 1883-84 and 1884-85.

District.		Total number of village schools.	Passed in individual subjects of examination.														
			Standard or Class VIIA.		Standard or Class VI		Standard or Class V.		Standard or Class IV.				Standard or Class III.				
			Dictation.	Arithmetic.	Dictation.	Arithmetic.	Dictation.	Arithmetic.	Dictation.	Arithmetic.	Reading.	History and Geography.	Composition.	Arithmetic.	Reading and parsing	History and Geography	Mensuration
Lucknow	1884 ...	63	...	...	284	280	221	193	180	148	178	166	98	93	92	87	87
	1885 ...	63	218	224	232	250	206	206	172	148	158	146	162	158	164	146	151
Bara Banki	1884 ...	123	...	...	668	711	483	474	324	266	321	290	208	169	207	184	204
	1885 ...	113	894	1,093	646	715	555	533	346	285	348	305	275	225	232	190	235
Unao	1884 ...	96	...	..	486	483	357	334	202	179	185	151	110	111	107	83	105
	1885 ...	97	536	597	471	503	454	379	282	225	273	249	149	137	148	133	134
Sitapur	1884 ...	111	...	...	353	413	266	237	274	214	281	221	204	128	213	167	174
	1885 ...	114	493	598	397	455	338	312	234	186	242	201	240	200	277	221	225
Hardoi	1884 ..	117	...	...	418	392	347	241	227	141	230	74	137	120	138	53	60
	1885 ...	123	605	445	475	510	413	357	256	196	268	130	123	70	132	72	70
Kheri	1884 ...	71	..	...	201	205	178	148	80	67	78	62	53	38	60	23	49
	1885 ...	71	373	368	317	321	213	186	136	121	120	122	85	77	73	67	71
Fyzabad	1884 ...	72	...	..	464	476	384	346	295	264	281	252	182	154	184	166	184
	1885 ...	73	487	518	425	462	409	402	303	281	296	305	256	221	279	258	278
Gonda	1884 ...	100	...	...	343	338	308	255	235	161	219	174	178	142	177	155	166
	1885 ...	100	463	526	363	376	355	301	242	186	219	182	204	196	209	180	186
Bahraich	1884 ...	75	...	...	367	365	301	265	199	161	170	169	178	134	166	149	135
	1885 ...	75	431	418	376	362	334	314	211	171	186	171	145	128	140	117	145
Rae Bareli	1884 ...	115	...	...	497	526	470	409	362	289	303	268	210	230	220	186	254
	1885 ...	115	687	724	565	568	539	454	376	289	333	323	250	224	271	248	203
Sultanpur	1884 ...	86	...	...	453	478	371	344	275	250	246	240	178	151	166	170	194
	1885 ...	86	422	473	468	491	442	394	325	265	274	277	225	207	214	209	223
Partabgarh	1884 ...	76	...	...	459	397	318	337	264	213	260	244	232	192	235	225	225
	1885 ...	74	403	410	495	392	379	365	280	251	280	266	245	254	224	213	264
Total	1884 ...	1,107	...	...	4,973	5,074	4,004	3,583	2,937	2,153	2,757	2,308	1,988	1,692	1,949	1,622	1,837
	1885 ...	1,104	5,892	6,414	5,165	5,405	4,637	4,208	3,165	2,604	2,997	2,677	2,319	2,097	2,363	2,084	2,246

63. On comparing these results with those of the previous year, the first fact to be noticed is that class VII, or rather the more advanced section thereof which has been called A, has now for the first time been brought within the scope of the annual examination. Thus the only students, who are now not examined with the rest are those who make up the last and lowest portion of the lowest class, that is, the mere beginners, who are learning the single and compound letters, and who are of too tender an age to walk to the examination centre. The A or more advanced portion of this class is examined in easy questions, in simple addition and in writing easy monosyllables from dictation. This is the lowest point to which the annual centre examination has been carried, and below this we shall not be able to go. When the orders came out, some six years ago, that all primary vernacular schools were to undergo a regular annual examination in two standards, which were termed the upper primary and the lower primary by the Simla Committee who prepared them, the only two classes to which the scheme was at first applied, were the third and fifth, as the curricula of these classes corresponded most nearly with the standards named. After one year's trial, however, it was found possible to include the fourth class also; and as many schools had no class above the fourth, the inclusion of this class was very desirable. In the following year it was found possible to bring the sixth class also within the examination scheme. But as it was found that the seventh and last class was liable to be neglected, owing to its exclusion from the same annual test as that to which every other class was subjected, we have now at last included the more advanced portion of this class also. The scheme of examination is, therefore, now as comprehensive as it can be made. It is scarcely necessary to add that these improvements have not been effected without a considerable increase of labour both to Inspectors and Deputy Inspectors. But the labour has been cheerfully borne by the Deputy Inspectors; and they are compensated by the complete insight into the condition of their schools, which is afforded them at the close of each year by this thoroughgoing and exhaustive scheme.

64. Another fact to be noticed on comparing the results of the past with those of the previous year is that there has been a considerable increase in the number of passmen. In standard VI the number who passed in *all* subjects has risen by 413, in standard V by 662, in standard IV by 278, and in standard III (the highest) by 427. This is the best result that has occurred since the present scheme of annual examination was established. The improvement on the year 1883-84 is about equal to that of the year 1883-84 on its predecessor. If we put the five standards or classes together, the combined results are as follows. The total enrolment in these five classes was 29,001; the total number who appeared for the examination was 25,523, or 88 per cent. of the enrolment; and the total number who passed in all subjects was 17,880, or 62 per cent. of the enrolment and 70 per cent. of the examinees. It can hardly be expected that the proportion of passmen to examinees and to enrolment will continue to rise. The teachers have been stimulated hitherto by the prospect of better pay, or rather by the prospect of salaries being raised or lowered at the close of each financial year in proportion to results. The enforcement of such a rule could not but tend to a general improvement in results and an equally general expectation of reward. But the rewards cannot keep pace with the improvements. For the allotment for primary education has not been increased in any district, and hence it is no longer possible to raise the salaries of the teachers up to the extent of their deserts.

65. The second of the two statements shows the number of students who passed in *individual* subjects as distinct from those, who in the previous statement are shown as having passed in *all* subjects collectively. It will be observed that in standards or classes VII, VI, V the students are examined in only two subjects, *viz.*, Dictation, and Arithmetic, and not in Reading. It would be impossible to find time for getting through all the work, if every individual student in the three lowest classes were examined in reading, as well as in dictation and arithmetic; and it was considered a less evil to sacrifice this subject, rather than accept the alternative of excluding the seventh and sixth classes altogether from the examination, especially as it may be assumed without much hesitation that a boy in that elementary stage will be able to pass in reading, if he can pass in dictation, which includes both spelling and penmanship. No subject is omitted in the examination of the two highest classes, the fourth and third. The number of students who have passed in individual subjects in each class is as large as could be expected, and show that good work has been done. If we take the five classes together, it will be seen that out of the 25,523 examinees 21,168 (or 82 per cent.) passed in writing, that is, in dictation or composition, and 20,723 (or 81 per cent) in arithmetic. Again, if we take classes IV and III together, we find that out of 6,102 examinees 5,360 (or 88 per cent.) passed in reading and parsing, and 4,761 (or 78 per cent.) in history and geography. In class III, the only class which learns mensuration, out of 2,700 examinees 2,246 (or 83 per cent.) passed in that subject.

66. The minimum percentage of marks required for passing in each subject is 50. The examination is partly oral and partly written. Arithmetic, mensuration, and dictation or composition are examined in writing. Reading is from the necessity of the case examined orally. History and geography are also examined orally. If

about half the questions in history and geography are answered correctly, the boy is considered to pass, and this comes to the same thing as exacting 50 per cent. as the minimum for passing. In dictation one mis-spelling is allowed per line. In arithmetic and mensuration two of the four questions must be worked out correctly; and the student is not even then allowed to pass, if the questions are not of different rules. The standards and text-books adopted for each class are those described already in paragraph 59.

67. The annual examination, whose results we have been describing, is held at certain centres apart from the school-houses, and not *in situ*. Three or four schools are collected together in a grove, where the students from each school are arranged classwise. After the registers have been scrutinized, each class is examined in the subjects prescribed for the annual course. By placing each boy at a distance of some 4 feet from his neighbour, copying and prompting are reduced to a minimum. By the grouping system four or five schools can be examined in almost the same time as one could be examined *in situ*, and quite as thoroughly; and competition is excited among teachers as well as among students, when several schools are thus brought together to a central examination, in which the same questions are put to all students who are enrolled in the same class. The late Educational Commission, in page 76 of their Report, printed in 1883, and afterwards in page 114, condemned the system (not unanimously, as was admitted) of examining in groups, and recommended that all Government primary schools should, as far as possible, be examined *in situ*, and that all schools receiving Government aid should invariably be so examined. "The majority of the Commission," to quote from page 76 of the Report, "considered that central examinations encouraged fraud, involved expense to the students and masters, and unless supplemented by systematic inspection, prevented a thorough examination of the system of instruction." These views are not at all borne out by my own experience. There is no expense whatever to masters and students, if the grove selected for the gathering is, as it always should be, within walking distance of the school-house. There is no greater likelihood of fraud in a grove than in a school-house, if the registers are scrutinized before the examination commences, and if the names of the students presented for exmination in the present year are compared with those who were presented in the year preceding. I see no reason why it should be more difficult to scrutinize a register under a mango tree, in one of the finest climates in the world, than in the dim light and sickening atmosphere of a small and crowded school-house; nor is it at all clear, why the results of the year's work should be less thoroughly tested in the wide spaces of a grove, where the boys are too far apart to be able to copy from each other, than within the narrow limits of a school-house, where the boys are so closely wedged together that one can look over the other's shoulder and see everything that he writes, or hear what is whispered in his ear. The first thing that I do, when I inspect a village school *in situ*, is to clear the boys out and post them in rows under the nearest trees, where there is enough space and air and light to admit of a strict examination being conveniently held. The preference so commonly expressed for inspection *in situ* to the system of examining in groups, is either a superstition founded on inexperience of the opposite plan, or a prejudice that has been excited by having seen the opposite plan carelessly, injudiciously, or dishonestly worked. As a matter of fact, it is seldom (in Oudh at least) that more than four schools are collected into the same centre; and it is only in the last quarter of the official year that centre examinations are held at all; for in the three preceding quarters, schools are invariably examined by the Deputy Inspectors *in situ*. A man who examines carelessly or dishonestly in a mango grove is not likely to be more careful or honest within the four walls of a school-house.

68. The following statement will show what part in the last examination was taken by the Assistant Inspector and myself, to what extent the results of examinations held by the Deputy Inspectors were tested, and the months during which the Assistant and myself were out on tour for this purpose :—

District.	Name of officers.	Number of schools inspected.	Number of scholars examined.	*Number of schools examined in—*				
				November.	December.	January.	February.	March.
Lucknow ...	Inspector	17	371	7	10	...	...	...
	Assistant Inspector ...	19	451	6	...	7	...	6
Bara Banki ...	Inspector	46	1,678	...	15	31	...	...
	Assistant Inspector .	7	102	7	...	...	...	...
Unao ...	Inspector	...	...	...	...	...	...	...
	Assistant Inspector ...	31	729	...	...	31	...	...
Sitapur ..	Inspector	38	715	15	23	...	...	.
	Assistant Inspector ...	8	241	...	...	...	...	8

District.	Name of officers.	Number of schools inspected.	Number of scholars examined.	Number of schools examined in— November.	December.	January.	February.	March
Hardoi ...	Inspector	...	...	...	...	...	...	...
	Assistant Inspector ...	43	961	...	...	29	14	...
Kheri ...	Inspector	...	.	...	...	...	..	...
	Assistant Inspector ...	23	551	...	...	...	23	...
Fyzabad ...	Inspector	40	1,150	...	...	40	...	...
	Assistant Inspector ...	...	...	...	...	...	...	...
Gonda ...	Inspector	27	556	...	...	...	27	...
	Assistant Inspector ...	...	...	...	...	...	...	...
Bahraich ...	Inspector	26	645	...	...	...	14	12
	Assistant Inspector ...	...	...	...	..	...	...	...
Rae Bareli ...	Inspector	41	1,350	41	...	...	...	...
	Assistant Inspector ...	18	612	...	18	...	...	...
Sultanpur ...	Inspector	...	...	...	...	...	...	...
	Assistant Inspector ...	32	1,407	32	...	...	...	...
Partabgarh ...	Inspector	...	...	...	...	...	...	...
	Assistant Inspector ...	31	1,106	10	21	...	...	...
Total ...	Inspector	235	6,465	63	48	71	41	12
	Assistant Inspector ...	212	6,160	55	39	67	37	14
	Grand Total ...	447	12,625	118	87	138	78	26

69. The examination is commenced in the first week of January in the smaller districts, and in the middle of December in the larger ones, where more time is required. In every district, whether large or small, it is completed by the end of February. There are three ways in which the Inspector and his Assistant test the Deputy Inspector's results ; *firstly* by holding the examination themselves, or rather by helping the Deputy Inspector to hold it, in the months of January and February and the latter half of the month of December ; *secondly* by examining the village schools centrewise in November and the first half of December, and comparing the results thus elicited by themselves with those subsequently elicited and reported by the Deputy Inspector ; and *thirdly* by holding centre examinations in March, and comparing the results thus obtained with those already elicited and reported by the Deputy Inspector in the previous months. In the year under report as the above statement shows, out of a total of 1,104 village schools, 447 (or 40·5 per cent.) were examined by the Inspector and his Assistant; and out of the 25,523 students who were presented for examination from all the village schools of Oudh, 12,625 or 49·4 per cent. were examined, or at least were helped to be examined, by the Inspector and his Assistant. If we had confined ourselves to examining village schools *in situ*, as the late Education Commission recommends, instead of examining them in groups, our own share of the work would have been about one-quarter what it was, and that quarter would not have been better done.

70. No discrepancy worth mentioning has ever yet been discovered since the examination was established, between the results reported by a Deputy Inspector and those elicited by a superior inspecting officer. In the year 1881-82, for example, the examination in the Unao district was held almost entirely by the Deputy Inspector himself. In the following year no less than 94 schools out of 97 were examined by the Assistant Inspector ; and in the next year (1883-84) no less than 73 were examined by myself. Yet in the year 1881-82 the results reported by the Depufy Inspector were less favourable to his own work than those elicited in the two years following by the Assistant Inspector and myself. Again, in the year 1882-83 I re-examined some 30 schools in the Gonda district in the month of March, which had been examined only a month before by the Deputy Inspector (Munshi Jugal Kishore); and the two sets of results coincided very closely. Again, in the year 1884-85, which is now under report, I examined no fewer than 41 village schools in the Rae Bareli district in the month of November, some two months before the regular annual examination to be held by the Deputy Inspector was commenced. The very favourable opinion which I then had occasion to form of the state of the Rae Bareli schools convinces me that the results subsequently reported by the Deputy Inspector, Sheikh Ebad Ullah, were not at all more favourable than what was warranted by the facts. The other districts, besides Rae Bareli, the village schools of which were examined by myself during the year under report, were Lucknow, Bara Banki, Sitapur, Fyzabad, Gonda and Bahraich. The schools in the Gonda and Bahraich districts are not now inferior to the rest in history and geography ; and for some years past there has been no district which will compare favourably with Bahraich in penmanship. The schools in Fyzabad and Sitapur are doing very well ; and the same might be said of those in

the Bara Banki district, except that there is an undue preponderance of students in the lowest class. The attention of Mr. Graves, the Assistant Inspector, was chiefly bestowed upon the village schools of the Lucknow, Unao, Hardoi, Kheri, Sultanpur, and Partabgarh districts. In the Lucknow district he found "that the upper classes had been rather better taught than the lower ones;" but considered the general result satisfactory. In the Sultanpur district out of the 32 schools examined, he found only two in bad order, and only nine in moderate order; the rest being all above moderate. In the Partabgarh district he reports that of all the schools which he examined, 31 in number, "the general state was quite satisfactory; and there appears to be no lack of energy, tact, and judgment on the part of the Deputy Inspector, Sayyid Ahmad Husain." In Unao out of the 31 village schools which he examined, he found only four inefficient; and out of the 729 boys whom he helped to examine in the various classes, 528 or upwards of 71 per cent. passed in all subjects. In the Hardoi district, Mr. Graves reports that "the general status of the village schools is not so high as that of the Unao or Partábgarh schools: they are weaker as regards history and geography, and dictation; and the number of good schools is not so large as in either of the other two districts." He noticed, however, that more attention had been paid to penmanship—a point in which improvement was certainly needed, as I mentioned in last year's report; and that out of the four schools which he examined only six (that is 14 per cent.) could be considered decidedly bad. Lastly, in the Kheri district Mr. Graves examined 23 village schools, and reports "that all these schools are in very satisfactory order; and I have not seen an inefficient school in the district. "I feel sure," he adds, "that these schools have been very carefully taught and well supervised."

71. In the forms attached as an appendix to this report, I am showing for the first time the number of students who are learning the Kaithi character. The return shows that 4,492 students are learning Kaithi, 18,761 Urdu, and 25,527 Nagri. Probably the number of students actually learning Kaithi is larger than that shown in the return, as a great many learn Kaithi with Nagri, and I am not sure that full account has been taken of this fact. The Kaithi thus taught is not the scribbling, misspelt, and fluctuatory character, which, through the neglect of Government to recognize it as worth teaching, has become current in the bazárs, and which sometimes only the writers themselves are able to decipher; but an improved and legible character, which was prepared in Oudh in 1876 out of specimens collected from various different districts, and has now been adopted by the Bengal Government as the Court character of Behar in supersession of Urdu. I append herewith six specimens of Kaithi penmanship, written at a single village school in the Bahraich district. Such specimens will show that the Kaithi character, which is much more widely used than any other form of script character in Hindustan, and which owes its popularity to the fact that it can be written much more quickly than Nagri, need not be the broken, illegible, and uncertain character that it has been represented to be. The only Kaithi which is allowed to be taught in the Government schools is Kaithi of this improved type. The districts so far as I saw in the last year, in which it has been most successfully taught, are Bahraich, Rae Bareli, Lucknow, Unao, and Sitapur.

72. On the whole, if we compare the educational results of the year under report with those of former years, there is good reason to believe that the village schools of Oudh have never been in better order than they are at the present time. It is disappointing, however, after all the trouble that is taken to make them what they are, to find how little use many of the students are able to make of the knowledge that they have gained, after leaving school. This remark applies especially to those whose position in life, as determined by the caste and occupation in which they were born, is below that of priest, landlord, writer, and trader. In one school there was a boy of the Kurmi caste, which is one of the most industrious agricultural castes in Upper India. He had passed a very good examination in the third or highest standard of village schools; and after telling him that he had now completed all that the village school could give him, I inquired what occupations he intended to follow. His answer at once was *service; what else?* I advised him to revert to agriculture, as there was scarcely any chance of his getting literary employment; but at this piece of advice he seemed to be surprised and even angry. At another school I met a Pási, a semi-hunting caste, much lower in every respect than that of Kurmi, the agriculturist. He was a boy of quick understanding, and had completed the village school course in Nagri as well as Urdu, and could read and write both characters with equal facility. He asked me what he was to do next. I could hardly tell him to go back to pig-rearing, trapping birds, and digging vermin out of the earth for food; and yet I scarcely saw what other opening was in store for him. At another school there was the son of a Chuhra, or village sweeper, a caste even lower than that of Pási, in fact the lowest of all the castes properly so called. He was asked with others to write an original composition on the comparative advantages of trade and service as a career. Very naturally, considering the caste to which he belonged, he expressed a decided preference for trade. Yet who would enter into mercantile transactions with a sweeper, even if a man of that caste could

be started in such a calling? Everything that he touches would be considered as polluted; and no one would buy grain or cloth from his shop, if he could buy them from any other. There seems to be no opening in store for this very intelligent youth, but that of scavengering, mat-making, trapping, &c., all of which are far below the more cultivated tastes that he has acquired by attending school. And in such pursuits he is not likely to evince the same degree of skill or enjoy the same contentment, as one who has grown up wholly illiterate. In these and such like ways the attempts made by the State to raise the condition of the masses, and place new facilities of self-advancement within their reach, are thwarted by the absence of opportunities and by the caste prejudices of the country.

Other Primary Schools.

73. The remaining vernacular schools of the same grade and status, as the village schools already reported on, are 58 in number, and consist partly of Government branch schools, which act as feeders to the Government vernacular schools of the middle class, partly of aided schools, and partly of unaided ones, which are maintained in towns or villages by missionary bodies or by zamíndárs. The variations in number, enrolment, attendance and cost within the last two years are shown in the following statement :—

Year.		Number of schools	Enrolment on 31st March.	Average monthly enrolment.	Average daily attendance.	Fee receipts.	Total expenditure	Average cost per pupil.
						Rs. a. p.	Rs. a. p	Rs. a. p.
Government,	1883-84 ...	26	843	831	714	406 7 0	2,829 13 9	3 6 6
	1884-85 ...	26	892	872	747	499 12 9	3,013 6 5	3 7 3
Aided ...	1883 84 ...	8	368	360	284	91 12 6	2,106 12 6	5 13 7
	1884-85 ...	12	707	583	497	188 4 0	3,176 1 6	5 7 2
Unaided ...	1883-84 ...	13	479	501	379	80 11 0	2,034 3 9	4 0 11
	1884-85 ...	20	696	682	542	75 10 0	2,904 14 6	4 4 3

There has thus been no change in the number of Government schools. These schools are situated for the most part in towns like Sandila, Bilgram, Sháhábad, Purwa, Mallawan, and others, where the middle class school is not alone sufficient to meet all wants, and where branch schools of an elementry order and maintained at very slight cost admit boys of a tender age. In the city of Lucknow there are four schools of this description maintained partly by Government grants and partly by municipal funds. The number of aided schools has risen from 8 to 12. Seven of these are maintained by the American Mission in places like Sitapur, Bahraich, Colonelganj, &c. The remaining five are of a purely secular character, and are maintained by the local landlords, with some help from the rural cess funds. All are in the Partabgarh district. Two were left in the district by the late Deputy Inspector, Sayyid Muhammad Husain, before he took furlough to England. The other three have been opened by his successor, Sayyid Ahmad Husain. The number of unaided schools has risen from 13 to 20, the new ones being all maintained by the American Mission, five in Lucknow, one in Sitapur, and one in Gonda.

74. The schools under report, Government, aided, and unaided, undergo the same annual examination and by the same method as the village schools already described. The following are the results of the examination in the last two years :—

Year.		*Standard or Class VIIA*			*Standard or Class VI.*			*Standard or Class V.*			*Standard or Class IV.*			*Standard or Class III.*		
		Enrolled.	Examined.	Passed.	Enrolled.	Examined.	Passed.	Enrolled.	Examined.	Passed.	Enrolled.	Examined.	Passed.	Enrolled.	Examined.	Passed.
Government ...	1883 ...	...	...	...	181	144	69	126	113	65	56	53	15	10	5	1
	1884 ...	302	195	119	178	151	103	139	106	79	28	24	18	15	15	10
Aided ...	1883 ...	...	...	...	66	59	32	45	39	27	26	25	15	10	9	3
	1884 ...	130	134	78	87	82	64	68	61	46	32	28	14	22	20	4
Unaided ...	1883 ...	...	...	...	31	29	9	8	8	3	9	8	3	...	...	...
	1884 ...	40	38	18	46	43	27	12	10	6	12	11	6	7	7	5

In the Government schools the curriculum of each class coincides precisely with that used by village schools and described already in paragraph 59. In aided and unaided schools the curriculum is nearly the same, the chief difference being that in some of the Mission schools the subject of mensuration is omitted from the 3rd class course. In the secular aided schools of the Partabgarh district, the curriculum is identical with that used in Government schools. Among the Missionary aided schools there has been considerable improvement since the previous year, especially in the schools at Gonda and Bahraich, which in former years were very backward. The Bahraich school has so much improved, that the manager has opened a 2nd class with a view to eventually raising the school to the middle grade and sending up candidates for the middle class examination. As the main object of the Government branch schools is to take the students as far as class V (the lower primary standard) and then pass them into the main school to be instructed in the upper primary and middle courses, the number of examinees and passmen in classes IV and III is quite as large as could be wished.

Female Education.

75. The machinery for female education in the Oudh Circle consists of (*a*) three aided schools teaching English (with or without the vernacular) up to the secondary grade, and having the usual complement of primary or preparatory classes ; (*b*) five aided schools, which teach English up to the primary grade only ; and (*c*) sixty-nine purely vernacular schools, 49 Government, 13 aided, and 7 unaided, none of which go beyond the primary stage. Thus the total supply of female schools in the year under report was 77. The total enrolment on the 31st March, 1885, was 2,343.

Secondary Girls' Schools (English).

76. The three girls' schools which can be classed as secondary are the Loretto Convent, La Martiniére, and Lál Bagh. The two first named are attended exclusively by children of European or East Indian parentage ; and as these are now under the inspection of an officer specially deputed for the purpose, no further mention will be made of them in this report.

77. *Lál Bágh Girls' School.*—This school is attended chiefly by Native Christians, and is under the management of the American Mission. At the close of the year under report the enrolment was 128, of whom 42 are of European and 86 of native extraction. As two-thirds of the students, and a few more, are natives, the school cannot come within the provisions of the new code for European and Eurasian schools. In point of tuition, however, the school is English rather than Anglo-vernacular, that is to say, the main classification is on the basis of English, though all girls learn some one vernacular and sometimes two vernaculars in addition. Miss Thoburn, the Superintendent, through whose exertions this school has gained the high reputation that it bears, mentions in her annual report, that " the school has had the most prosperous year in its history both in the boarding and tuitional departments. Of the number enrolled at the close, 70 are boarders, all but eight of whom are supported by parents, guardians, or some friend who has become interested in their education." An examination was held in March last by Mr. Graves, the Assistant Inspector, who reports as follows :—" The school is well deserving of the grant-in-aid. With perhaps one exception it is the best Anglo-vernacular girls' school that I have ever seen. There is none so good in Oudh, or in the Meerut and Rohilkhand Divisions of the North-Western Provinces. Nearly all the girls seem bright and intelligent ; their pronunciation is good ; and their manners and general demeanour unexceptionable. Instrumental music and singing are taught with much success, together with sewing and fancy work." Out of the enrolment of 128 alluded to above, there are 56 in the upper primary section ; and eight of these, out of the 11 enrolled in class VII passed in the lower primary examination, and 13 out of the 17 enrolled in class V passed in the lower primary. The middle section (classes IV and III) has an enrolment of 34, but undergoes no public or departmental examination, such as that to which boys' schools of the middle class are subjected. The high section (classes II and I) had an enrolment of 10, two of whom were in class I at the close of the year, and eight in class II, the preparatory entrance class.

Primary Girls' School (English).

78. The following statement shows the number of primary Girls' Schools English or Anglo-vernacular, together with the variations in attendance and cost during the last two years :—

Year.		No. of schools.	Average monthly enrolment.	Average daily attendance.	Fee receipts.	Total expenditure.	Average cost per pupil.	Average cost to Government.
					Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Aided...	1883-84 ...	4	356	326	362 1 0	4,317 9 0	12 2 0	3 9 4
	1884-85 ...	5	421	336	312 14 6	5,235 0 0	12 6 11	3 7 11

The five schools referred to in the above statement are the Bengali Girls' School, Lucknow; the Zanana Mission Agency, Lucknow, which for want of a better term I am obliged to count as if it were a single school; the Christian mixed school, Lucknow; the Pannahpur Girls' School in the Kheri district; and the Boarding School, in Sitapur. The last was brought on to the aided list from 1st April, 1884; and this is why the number of schools has risen from four to five. The best and most advanced of the above five schools is the one named first, *viz.*, the Bengali Girls' School, managed and to a large extent maintained by the Indian Female Normal School Society; and were it not for the custom of early marriage, this school would soon rise above its present purely elementary character. The Zanana Mission Agency is under the management of the Church Mission; and the labours of Miss Marston and her staff were bestowed last year upon the female members of 120 different families, against 90 in the previous year. The total number of girls and women thus brought under instruction was 222, against 175, which shows an increase of 47 students. Miss D'Abreu, the Deputy Inspectress, examined the various families as well as she could, and reports that "much more interest was manifested by the pupils in learning to read and write than she saw three years ago." The Church Mission Mixed School has deteriorated since the previous year, owing partly to the illness of the Headmistress and partly to many of the parents having left the station. The Pannahpur School, Kheri district, belonging to the American Mission, has not improved since the previous year. The enrolment consists of 18 girls, all of whom are in the lowest class: for the more advanced girls have been sent away to Shâhjahanpur, where they have been enrolled as boarders at a school of a more advanced kind managed by the same Mission. The boarding school at Sitapur, under the management of Mrs. Lawson, American Mission, is doing very well, and I was much pleased with the thoroughness of the teaching and the general neatness and method which were conspicuous both in the tuitional and boarding establishments. The school well deserves the grant which it receives; and is almost certain to prosper so long as its present management continues.

79. The above schools are examined, as far as circumstances permit, in the same standards as the corresponding classes in boys schools; though, as usually happens with girls' schools, it has been found necessary to allow greater leniency in the subject of arithmetic. The following statement shows the results of the annual examination held in March, in the last two years:—

Year.		*Lower Primary examination, Class VII.*			*Upper Primary examination Class V.*		
		Enrolled.	Examined.	Passed.	Enrolled.	Examined.	Passed.
Aided	1883	22	22	18	1	1	1
	1884	342	62	38	5	4	2

The result, though far from brilliant or even satisfactory, shows some improvement upon that of the previous year. The very large enrolment in class VII (342), as compared with the small number of examinees (only 62), is made up chiefly of the girls or women taught in the zananas at their own houses. The Mission which undertakes such teaching can very seldom indu e their *alumnæ* to take up arithmetic, and those few who are so induced very rarely reach a standard so high as that of the lower primary, which includes the four compound as well as the four simple rules. A few, however, of the zanana students passed last year; but the bulk of those who passed were from the Bengali Girls' School, and from the boarding school of Native Christian girls at Sitapur..

Primary Girls' Schools (Vernacular).

80. At the close of the year under report there were 69 vernacular girls' schools of the primary grade—49 being Government schools, 13 aided, and 7 unaided. The comparative statistics of attendance, enrolment, and cost for the last two years are shown as follows:—

Year.		Number of schools.	Average monthly enrolment.	Average daily attendance.	Total expenditure.	Average cost per pupil.	Average cost to Government.
					Rs. a p.	Rs. a. p.	Rs. a. p.
Government ...	1883-84 ...	49	1,134	843	6,351 5 5	5 9 7	5 5 11
	1884-85 ...	49	1,124	848	6,432 8 0	5 11 4	5 7 [illegible]
Aided	1883-84 ...	13	340	250	3,797 8 0	11 2 8	4 12 [illegible]
	1884-85 ...	13	373	275	4,247 0 0	11 6 2	4 8 [illegible]
Unaided	1883-84 ...	15	347	255	1,113 3 0	3 3 3	...
	1884-85 ...	7	161	120	653 0 0	4 0 10	...

Of the 49 Government schools 11 are in Lucknow city, and the remaining 38 in other cities or districts. Of the 13 aided schools all are in Lucknow city. The unaided schools, seven in number, are in the Sitapur, Gonda, and Bahraich districts. All girls' schools of the primary grade, which are situated in Lucknow city and which send returns to this office, are under the inspection of Miss D'Abreu, the Deputy Inspectress. The Government schools in the districts are inspected either by the Deputy Inspector or by the headmaster of the zila school. The aided schools in the districts are inspected and supervised by their own managers.

81. *Government schools.*—There has been no change in the number of Government girls' schools since the previous year; and scarcely any variation in attendance or in cost per pupil. In the past, as in the previous year, every district in Oudh, except Unao and Fyzabad, contributed something to bring up the list to 49. The three schools, which once existed in Fyzabad, were closed some eight years ago chiefly on account of the impossibility of inspecting them or in fact of learning anything respecting their condition except what they cost. Among the remaining districts those which are most largely represented are Sultanpur with five schools, Kheri with six, Gonda with seven, Hardoi with nine, and Lucknow with eleven. Though there has been no increase of attendance since the previous year, yet there was a larger number of girls in the three upper classes (*viz.*, V, IV, III), in which the number presented for examination increased by 30. The custom of early marriage, the shyness of the girls, most of whom lose their wits in the presence of the examiner or hide themselves behind the curtain, the want of efficient schoolmistresses, and the indifference of parents to the education of their daughters, are against speedy and substantial progress. Schools, in which at one time several girls begin to be making good progress, become suddenly denuded of all their best pupils, and are thus reduced to mere infant schools, in which nothing but the alphabet is taught. A girl no sooner reaches the age of 10 or 11 than she is led off to be married, after which she soon forgets, as a general rule, what little she had learnt. Mr Graves, the Assistant Inspector, reports rather favorably of one of the girls' schools which he saw in the Hardoi district, and of four out of the six which he saw in Kheri—favorably, that is, in comparison with what girls' schools in Upper India usually are. The school which I saw in Bahraich is not doing well; and those in Bara Banki and Sultanpur are for the most part equally backward. The four schools in Sitapur district are doing better, and 24 presented themselves for examination by the Deputy Inspector under the standards. The two schools in Partábgarh and the three in Rae Bareli have made fair progress; and out of the 40 who were examined, 19 passed in one standard or other in all subjects, besides others who passed in individual subjects. Among the seven schools of the Gonda district there is none with a class higher than the 5th (lower primary); but out of the 31 girls who were examined under standards VII, VI and V, 20 passed in all subjects in one standard or another. The best of the Government girls' schools are those in Lucknow city, where they are under the constant visitation and guidance of the Government Deputy Inspectress, Miss D'Abreu.

82. *Aided schools.*—All of these schools, 13 in number, are (as I have stated) in the city of Lucknow, five being under the management of the India Female Normal School Society, and eight under that of the American Mission. At the close of each official year they are inspected and examined by Miss D'Abreu. In the American Mission schools, out of an enrolment of 248 there are only five Hindus, and one Christian, all the rest being of Muhammadan parentage. Among the other schools, the total enrolment of which comes to 125, there are 97 Muhammadans and only 28 Hindus. It is worthy of note, too, that among the 11 Government schools of the Lucknow city, out of a total enrolment of 313 girls only 51 are of Hindu parentage, all the rest being Muhammadan. It is manifest, therefore, that in this city at least there is less indifference to female education among Muhammadans than amongst Hindus. Of the eight schools belonging to the American Mission, Miss D'Abreu reports, that five have improved since her last inspection, while the three others are still very deficient. Of the five schools belonging to the other society the report is much to the same effect. Two or three of them made a respectable show in the last examination, two out of four examinees having passed in standard IV, and four out of seven in standard V.

83. *Unaided schools.*—The number of schools of this description which sent returns to this office last year was seven, against 15 in the year preceding. Of these seven schools, two are in Bahraich, one in Gonda, and 4 in Sitapur,—all under the American Mission. In the year 1883-84 there were three more in Sitapur belonging to the same Mission; and three other schools belonging to the Wesleyan Mission, in Lucknow. As I mentioned in last year's report, all of these schools are in a backward state as regards both enrolment and classification. It is not known whether the eight missing schools have collapsed, or whether they have preferred not to send their returns to this office.

84. The tuitional results of the 49 Government schools and the 13 aided ones are shown as follows for the last two years:—

		Class V.			Class IV.			Class III.		
		Enrolled.	Examined.	Passed.	Enrolled.	Examined.	Passed.	Enrolled.	Examined.	Passed.
Government ...	1883	63	50	17	26	19	13	19	19	8
	1884	94	69	41	41	26	20	32	23	16
Aided ...	1883	17	17	16	...	...	...	1	1	1
	1884	28	28	16	12	12	7	...	...	...

As I have stated already, the 13 aided schools were examined by the Deputy Inspectress, Miss D'Abreu. Eight out of 11 of Miss D'Abreu's own schools were examined by Mr. Graves, the Assistant Inspector, who has recorded a very high opinion of the state of efficiency, to which they have now been gradually brought through her careful supervision and guidance. The general result, in aided schools as well as in Government ones, shows a decided advance on that of the previous year. It is something to have had an enrolment of 32 girls in the highest class, (in schools where it is a matter of no small difficulty to get such subjects as arithmetic and geography fairly commenced), and to have had 16 out of these 32 (or 50 per cent.) pass in all subjects.

85. The minimum percentage required for passing is 50, as in vernacular boys' schools. The standards prescribed for the several classes, (and the same standards are of course observed in the annual examination), are as follows :—

Lower primary section.

SEVENTH CLASS.

A. Language.—Urdu reading—Mufid-ul-Mubtadi, Part I.
Urdu writing—Copying and writing easy words from dictation.
Hindi reading—Barna Prakasika, Part I.
Hindi writing—Copying of easy words and writing from dictation.
B. Arithmetic.—Numeration to three digits inclusive and easy addition.

SIXTH CLASS.

A. Language.—Urdu reading—Mufid-ul-Mubtadi, Part II.
Urdu writing—Dictation from the above.
Hindi reading—Barna Prakasika, Part II.
Hindi writing—Dictation from the above.
B. Arithmetic.—Numeration up to 10,000,000 (karor); Longer addition and simple subtraction as in Arithmetic, Part I.

FIFTH CLASS.

A. Language.—Urdu reading—Tálím-ul-Mubtadi Part I.
Insha-i-Mufid-ul-Nisá.
Urdu writing—Dictation from the above.
Hindi reading—Bal Siksha, Part I.
Hito Patriká.
Hindi writing—Dictation from the above.
B. Arithmetic.—Simple multiplication without fractional factors, simple division and four compound rules as in Arithmetic, Part I.
Needlework—Sewing and knitting.

Upper primary section.

FOURTH CLASS.

A. Language.—Urdu reading—Majálís-ul-Nisa, Parts I and II.
Urdu writing—Dictation from the above and from any books of equal difficulty.
Hindi reading—Bhoja-Pravandha Sára (omitting slokas). Vámá Manoranjana
Hindi writing—Dictation from the above, and from any books of equal difficulty.
B. Arithmetic.—Revision of compound rules with fractional factors, and reduction as in Arithmetic, Part II.
Needlework—Sewing, knitting, embroidery, &c., &c.

THIRD CLASS.

A. Language.—Urdu reading—Mirat-ul-Arús, Mufid-ul-Sibyán Nazm
Urdu writing—Dictation from the above or from any books of equal difficulty.
Hindi reading—Ramayana, Kishkindhá Kánd and Sundara Kand.
Hindi writing—Dictation from the above, or from any books of equal difficulty.
B. Arithmetic.—Simple and compound proportion, simple interest and discount with the use of fractional parts, as in Arithmetic, Part II.
C. History and Geography—Avadh-ká-bayan.
Needlework, &c., as in class IV.

86. It will be observed that these standards, as compared with those shown above for vernacular boys' schools are somewhat easier in the matter of arithmetic and geography, the two subjects in which native girls take least interest; but that those of class V and class III come well within the description of upper primary and lower

primary, as defined by the Sub-Committee of the late Educational Commission. In the next year's report, I hope to exhibit the results of the annual examination in as complete a form as I have done for village schools; that is, to show the results in classes VII and VI, as well as those in classes V, IV and III; and to state the number of girls who pass in individual subjects, as well as those who pass in the entire curriculum. Considering how few girls ever get beyond class V, it is important that their progress or otherwise in the lower classes should be duty tested and recorded in the statement of annual results.

The aided schools do not necessarily adopt the same text books as the Government ones. They teach up to the same rules of Arithmetic, but can take Persian as the fourth subject of the upper primary course, instead of Avadh-ká-bayán, if they prefer it. Persian is sometimes taught, too, as an extra subject in Miss D'Abreu's schools; but not as a substitute for geography.

Training Schools.

87. Each of the four Divisions or Commissionerships in Oudh has since January, 1884, been provided with a Normal school of its own, as in the North-Western Provinces. Though the schools themselves were not opened till January 1884, yet the students who were transferred to the registers were already in an advanced stage of preparation for the examination to be held in May, as they had been studying for some 8 months previously at the district training classes, which formerly took the place of Normal schools proper in the Oudh Province. The school at Lucknow is held in a hired building admirably suited for the purpose. That at Sitapur meets in a nazúl building, which has been given to the department rent free, and will be made suitable, as soon as sanction is received to the necessary repairs and alterations, (the plan and cost of which have been already decided on), and to the erection of the muchneeded boarding house. The Normal school for the Fyzabad Division is located at Gonda, the most central of the three districts belonging to that division. The schoolhouse, which was handed over ready made from a late branch school, is a good one. The plan for the boardinghouse, which is still needed, has been drawn, and the estimate passed; but no building has yet been commenced. The Rae Bareli Normal school meets in the building known as the Old Jail. With some modifications and repairs the building could be made serviceable as well as suitable; but it proved to be very difficult to decide whether the money should be found by the District Board or by the Executive Engineer. Meanwhile the building is falling into worse repair, and the roof, which might have been strengthened by timely supports, is becoming dangerous.

88. The curriculum in the Oudh Normal schools is divided into two grades or stages of difficulty, the lower and the upper, the former being intended to qualify men for teacherships in primary schools and primary classes generally, the latter for teacherships at vernacular schools or classes of the secondary rank. There are two main points, (as I have heard), by which the Oudh curriculum is distinguished from that in the North-Western Provinces; *viz.*, (*a*) every candidate for a lower grade teachership must pass in both the vernacular languages (Hindi and Urdu) and in the three vernacular characters in most common use, (Nagri, Kaithi, and Persian), whereas in the North-West only one vernacular language and character is required; (*b*) every candidate in the same grade is also required to pass in mensuration and in the use of the chain and plane table, an accomplishment which (I have heard) is not exacted in the North-West curriculum The standard of the upper grade teacherships comprises Persian, Urdu and Nagri to a higher stage than in the junior, both of the science courses (Biology and Physical Science), and the usual courses in Euclid, Algebra and Mensuration.

89. The examination is held every year in the first week of May. The results of the last two examinations are shown in the following form :—

		Lower grade.					*Upper grade.*				
		Enrolled.	Examined.	Passed.	Nearly passed.	Failed.	Enrolled.	Examined.	Passed.	Nearly passed.	Failed
Lucknow ...	1884 ...	32	31	11	10	10	16	15	9	5	1
	1885 ...	26	26	15	3	8	4	4	3	...	1
Sitapur ...	1884 ...	38	37	9	20	8	...	...	...	...	...
	1885 ...	36	36	11	8	17	5	5	2	...	3
Gonda ...	1884 ...	31	30	15	12	3	...	...	...	...	...
	1885 ...	37	37	25	8	4	1	1	...	..	1
Rae Bareli ...	1884 ..	37	36	15	16	5	...	...	...	...	..
	1885 ...	36	36	13	7	16	1	1	...	...	1
Total ..	1884 ..	188	184	50	58	26	16	15	9	5	1
	1885 ..	135	135	64	26	45	11	11	5	...	5

The minimum percentage demanded for passing is 50 for each subject. In the year 1884 I fixed the minimum at 60; but abandoned it in 1885 in favour of 50, as I found that at that rate the examination was too strict, and the supply of passed candidates did not keep pace with the demand. Consequently the number of lower grade passmen in the last examination exceeded that of 1884 by 14. The Gonda school has done the best; the Lucknow school the next best; while the Rae Bareli and Sitapur schools are about equal. The heading "nearly passed" has been introduced to signify those who passed in a sufficient number of subjects to make them fit for employment, if their services should be wanted within the year, as distinct from those who were considered unfit for employment, and were therefore retained in the Normal school for another session or were sent away as hopeless. Those coming within the list of "nearly passed" are retained in the Normal school for another session, if their services are not required; but if they go out as teachers, they do not receive certificates, until they have passed in those subjects in which they had failed; and all such men are expected to qualify themselves for passing in these subjects by private study. For the upper grade certificate we admit only a few candidates, not more than are likely to be required. The course is rather difficult, comprising as it does a knowledge of three different languages, Hindi, Urdu, and Persian, each to a moderately high standard. To a youth, who has passed the lower examination, the upper grade course is calculated to require two years' study. It is creditable, then, to the headmasters of the Lucknow and Sitapur schools, that five out of the 11 students on the upper grade list succeeded in passing after one year's work.

90. For the training of female teachers the provision continues the same as in past years. The American Mission trains some of its teachers at its own central and very efficient school at Lál Bágh in Lucknow. For Government schools there are a few girls in receipt of stipends under Miss D. Abreu's supervision, and there are two Normal classes elsewhere, one consisting of two students at Pihání in the Hardoi district, and another of two students at Misrikh in the district of Sitapur. The total cost of these four students for the past year has been only Rs. 182, or about Rs. 45 per student.

Book Depôt.

91. There has been no change in the arrangements of the previous year. Headmasters of Anglo-vernacular schools no longer look to this office for the supply of English books; for the English depôt, which was abolished in 1879, has not been restocked. All headmasters, however, and Deputy Inspectors, look chiefly to Munshi Newal Kishore for the supply of vernacular or Persian books, all of which are promptly furnished and despatched by this enterprising proprietor, and at rates agreed upon between him and the Educational Department. The following statement shows what the transactions have been during the past year:—

		Number purchased for sale.	Price.	Number sold.	Price less commission realized and paid into the various Treasuries.
			Rs. a. p.		Rs. a. p.
Books	English	...	...	102	36 14 0
	Vernacular	129,166	9,937 4 6	132,621	8,643 1 3
Vernacular Maps		46	86 0 0	248	151 13 9
Slate and slate pencils		6,403	611 8 6	6,018	398 1 1
	Total ...	135,615	10,634 13 0	138,996	9,229 14 1

The sales have been very large, very nearly equal in amount to those of the previous year, when the total number of sales came to 141,681 or about 3,000 more. The sales have never been so numerous, as they were in the last two years. A better indication could not exist as to the fidelity with which the curriculum is now observed: for it may be considered certain that if the sale of books, &c., has been slack, there has been an equal degree of slackness in studying them.

Employment of Students.

92. The number of students, who have found employment during the past year in the public or private service, is shown as usual in the accompanying form, so far as statistics could be procured:—

Anglo-Vernacular Schools.

Name of Institution.	Number of students employed.	Salary ranging from	Name of post. Teachers.	Writers.	Other Government posts.	Private employments.
I.—Zila Schools.						
Bara Banki	1	Rs. 10	...	1	...	...
Unao	3	„ 6 to 10 ...	1	2	...	...
Sitapur	6	„ 10 to 30 ...	...	4	1	1
Hardoi	4	„ 7 to 40 ...	1	2	1	...
Lakhimpur	2	„ 10 to 20 ...	...	2	...	...
Fyzabad	6	„ 10 to 20 ...	1	...	5	...
Gonda	6	„ 5 to 30 ...	...	2	1	3
Bahraich	3	„ 6 to 25 ...	...	3	...	...
Rae Bareli	10	„ 10 to 50 ...	1	2	5	2
Sultanpur	2	„ 12 to 20 ...	...	1	...	1
Partabgarh	2	„ 15 to 20 ...	...	...	2	..
C. M. School, Rájá-ká-bázár	14	„ 8 to 30 ...	...	2	2	10
A. M. Centennial	14	„ 8 to 40 ...	6	6	...	2
Lyall Collegiate School, Balrampur ...	2	„ 7 ...	...	1	1	...
II.—M. C. A.-V. Schools.						
Mahmúdábád	2	„ 7 to 8 ...	...	1	...	1
Nakhas	3	„ 6 to 10 ...	1	2	...	...
Bhinga	1	„ 7 ...	...	...	...	1
III.—Primary A.-V. Schools.						
A. M. Kashmíri Mohalla	6	„ 4 to 25 ...	...	3	1	2
A. M. Sadr Bazár	1	„ 15 ...	...	1	...	...

Vernacular Schools.

Districts.	Number of students employed.	Salary ranging from	Name of post. Teachers.	Police constables.	Muharrirs, &c.	Patwáris, &c.	Other Government posts	Private employments.	Total.
Lucknow	49	Rs. 2 to 15 ...	36	...	9	1	1	2	49
Bara Banki	28	„ 1-8 to 25 ...	21	1	1	1	3	1	28
Unao	27	„ 3 to 15 ...	13	...	10	2	...	2	27
Sitapur	28	„ 1-8 to 8 ...	22	...	1	3	2	...	28
Hardoi	19	„ 6 to 16 ...	11	1	2	2	1	2	19
Kheri	25	„ 3 to 15 ...	16	...	1	1	...	7	25
Fyzabad	23	„ 2 to 10 ...	19	...	2	1	1	...	23
Gonda	78	„ 1 to 15 ...	46	...	11	2	9	10	78
Bahraich	19	Ditto ...	14	...	1	4	...	...	19
Rae Bareli	34	„ 2 to 6 ...	34	...	...	...	...	...	34
Sultanpur	29	„ 1-8 to 12 ...	13	2	9	4	1	...	29
Partabgarh	18	„ 1 to 4 ...	18	...	...	...	...	...	18

MEERUT DIVISION.

Reports by E. T. Constable, Esq., M.A., *Inspector of Schools.*

Controlling Agencies.

I took over charge of this (Meerut) division on the 15th October, 1884, from Maulvi Najm-ud-Din, the Deputy Inspector of the district, having been transferred from the division of Benares towards the end of September. On 9th March, 1885, M. Pyáre Lal, Deputy Inspector of Muzaffarnagar, was appointed Assistant Inspector of the Meerut Division, and was succeeded by M. Kanhyá Lál from Hamírpur.

High and Middle Schools (English).

The classes of the schools tested by myself acquitted themselves fairly on the whole. Some of them, however, might have done much better in grammar and analysis, in translation, and in writing to dictation. In the two latter subjects, some of the classes of the middle departments of the schools made many mistakes. The second classes of the High schools needed much practice in the analysis of sentences.

In physical geography, too, these classes did poorly. The examination results as regards Persian and the vernaculars were in many cases hardly as satisfactory as I could have desired.

GOVERNMENT HIGH SCHOOLS (ENGLISH).

There are two Government High Schools in this division, one at Meerut and the other at Aligarh.

High School, Meerut.—The number of scholars appears to be still on the increase, and the two rooms that have been added to the building have not been added too soon. On the 31st March, 1884, the roll showed 298 scholars. When I visited the school in December there were 331, of whom 300 were present. The total expenditure for the year under review was Rs. 6,284, of which Rs. 4,031 was defrayed by Government.

The income from the fees was Rs. 1,576 or Rs. 121 more than for the preceding year. Sixteen candidates went up for the entrance examination and 20 for the middle. The results are not yet known. Twenty-eight scholars passed the lower primary examination and 19 the upper primary. I found 35 boarders in residence, of whom 23 were self-supporters.

The present headmaster is Pandit Gaindan Lál, a graduate of the Calcutta University. His salary has been raised from Rs. 160 per mensem to Rs. 200, and in my opinion deservedly. The second class did poorly in grammar and analysis, and in geometry.

The fourth class should be encouraged to explain in English passages from the Reader. About half the class passed in dictation.

The fifth and sixth classes were deficient in translation.

High School, Aligarh.—The number of scholars continues about the same. At the end of last year there were 391, and at the time of my visit this year I found 389. The building is crowded, and another is therefore much needed for the accommodation of the lower classes. The total expenditure for the year under review was Rs. 9,815, of which Rs. 5,539 was defrayed by Government. The income from the fees was Rs. 1,846, or Rs. 53 more than for the preceding year. Twenty-five scholars passed the lower primary examination and 33 the upper primary. I found 96 boarders in residence, of whom 69 were self-supporters. Some of these boarders live in a building within the school compound and the remainder in the old telegraph bungalow on the other side of the railway. The second class ought to have done better in grammar. The answers in physical geography were very poor. The fourth class was deficient in grammar, and the fifth needed much practice in writing to dictation.

AIDED HIGH SCHOOLS (ENGLISH).

Mission School for Boys, Dehra.—At the end of the preceding official year there were 189 scholars, whilst at the end of the year under review there were 212. The total expenditure for the year was Rs. 3,623, of which Rs. 1,800 was defrayed by Government. The income from the fees was Rs. 461 or Rs. 2 less than last year. One candidate went up for the entrance examination and seven for the middle. Nineteen scholars passed the lower primary examination, and 16 the upper primary.

Mission School for Girls, Dehra.—The numbers of scholars on the 31st March, 1884, was 124 and on the 31st March, 1885, 94. A few of them are Eurasians. The standards prescribed in the Code for European and Eurasian schools have been adopted by the Lady Superintendent.

Mission School, Meerut.—At the end of last year the number of scholars was 292. On the occasion of my visit this year there were 306. The total expenditure for the year under review was Rs. 7,030, of which Rs. 3,420 was defrayed by Government.

The income from the fees was Rs. 934 or Rs. 93 more than last year. Seven candidates went up for the entrance examination and 19 for the middle. Eleven scholars passed the lower primary examination and 12 the upper primary. The second class ought to have done better in grammar and analysis, in physical geography, and in the new Urdu entrance course. Some of the lower classes were deficient in arithmetic and dictation. The school did not do well in Persian.

Muhammadan Anglo-Oriental College, Aligarh.—The number of scholars in the school department on the 31st March, was 212 or one less than last year. Of this number 133 were boarders. The total expenditure for the year under review was Rs. 11,632, of which Rs. 6,000 was defrayed by Government. The income from the fees was Rs. 3,383 or Rs. 158 less than last year. Thirty-two candidates went up for the entrance examination and 12 for the middle.

GOVERNMENT MIDDLE SCHOOLS (ENGLISH).

Zila School, Sahâranpur.—On March 31st, 1884, there were 151 scholars. At the time of my visit there were 155. The total expenditure for the year under review was Rs. 3,306, of which Rs. 2,689 was defrayed by Government. The income from the fees was Rs. 507 or Rs. 75 more than last year. Fifteen candidates went

up for the middle class examination Twenty-three scholars passed the lower primary examination and 20 the upper primary. I found 37 boarders in residence, 22 being self-supporters. Two rooms had been added to each end of the boardinghouse. The cost was defrayed from municipal funds. The Roorkee class consisted of 11 students. The fourth class of this school might have done better in the English Reader. It consisted of 16 boys of whom 15 were present. Of these 15 only five passed in dictation. The propositions of Euclid were repeated in rather a careless manner.

Zila School, Muzaffarnagar.—Last year the number of scholars was 110. When I visited the school in December the number was 98. The total expenditure for the year under review was Rs. 3,469, of which Rs. 2,764 was defrayed by Government. The income from the fees was Rs. 352 or Rs. 12 more than last year. Six candidates went up for the middle class examination. Eleven scholars passed the lower primary examination and seven the upper primary. The fourth class was deficient in many subjects. The sixth and seventh classes needed much attention as regards translation. Some of the classes were backward in history and geography. I found 35 boarders in residence. Of these 30 were self-supporters. The building in which they live is a rented one. It is not very suitable for the purpose. The Roorkee class consisted of two divisions. There were two students in each division.

Zila School, Bulandshahr.—On March 31st, 1884, the number of scholars was 162. When I visited the school last January there were 193, and the average monthly number had been about 184. The new wing to the school building had been completed with the exception of some doors, yet, the accommodation was by no means too ample. The inhabitants of Bulandshahr are most anxious to have this school raised to the rank of a High School. On this subject a separate report has been submitted. The total expenditure for the year under review was Rs. 3,931, of which Rs. 2,899 was defrayed by Government. The income from the fees was Rs. 564 or Rs. 59 more than last year. Fourteen candidates went up for the middle class examination. Thirty-one scholars passed the lower primary examination and 25 the upper primary. There were 52 boarders at the time of my visit and of these 43 were self-supporting. Some of these boarders live in a rented building as the boardinghouse cannot contain them all. The fourth and fifth classes were somewhat deficient in pointing out the different parts of speech in the passages read. The fourth and sixth classes wrote indifferently to dictation.

Aided Middle Schools (English).

Training School, Dehra.— At the end of 1883-84 there were 108 scholars, and at the end of 1884-85 there were 146. The total expenditure for the year under review was Rs. 1,802, of which Rs. 840 was defrayed by Government. The income from the fees was Rs. 480, the same as last year. Two candidates went up for the entrance examination, and four for the middle. The monthly Government grant is only Rs. 70, yet this school is attempting to vie with High Schools. Seventeen scholars passed the lower primary examination and 14 the upper primary.

Mission School, Saháranpur.—This school is still aided as a middle school. It was not successful at the Entrance Examination of 1883. This year three candidates went up for this examination. At the time of my visit, the Roorkee class contained 22 students. I thought well of some of them. There was also a special class consisting of 10 students. On March 31st, 1884, there were 248 scholars. When I visited the school in January, 1885, I found 221. The total expenditure for the year under review was Rs. 4,813, of which Rs. 1,620 was defrayed by Government. The income from the fees was Rs. 591, or Rs. 67 more than last year. Thirteen candidates went up for the middle class examination. Seventeen scholars passed the lower primary examination, and seven the upper primary. The pupils of this school needed much practice in writing to dictation. Classes V—VII failed badly in this respect

Orman School, Roorkee.—On March 31st, 1885, there were 170 scholars as against 175 on March 31st, 1884. The Roorkee class contained 23 students. The total expenditure for the year under review was Rs. 2,492, of which Rs. 840 was defrayed by Government. The income from the fees was Rs. 876 or Rs. 118 less than last year. Ten candidates went up for the middle class examination. Eight scholars passed the lower primary examination and eight the upper primary.

Subscription School, Háthras.—The roll showed a significant increase, or 114 against 98. The instruction imparted was not satisfactory. Translation from English into Urdu and pronunciation were faulty throughout the school. The third class students were weak in geography. The three highest classes required the teacher's attention in Urdu grammar. Their method of working out sums in arithmetic was not as it should be. Eight students were examined by the upper primary test and four passed, 16 by the lower primary and seven passed. Some boys produced very good Urdu and Nagri specimens of handwriting.

Municipal Middle Schools (English).

Municipal English School, Sikandra Rao.—The number on the roll was the same as last year, namely 22; but there was improvement under classification, as last year

the highest class was the sixth, and the school was therefore considered as a primary institution, while during the year under report a fifth class, which is one of the middle classes, was established. The school is maintained by the municipality only, as the voluntary subscriptions though promised by the native raises were in arrears for some months past. The boys attending this school originally belonged to the tahsíli school, and read only English with the municipal teacher. The boys passed a very fair examination in English. The municipal grant of Rs. 10 per mensem is not sufficient for paying a good English teacher, but the President (Mr. Cadell) had promised to take the matter into consideration.

Atrauli Municipal English School.—There were 48 scholars on the roll against 47 last year. Speaking generally, the school passed a good examination, and the teachers seemed to have taken pains. Out of the two students in the third class one was to go up to the middle class examination. The third and fourth classes required the teachers' attention in arithmetic; in other subjects they did satisfactorily. Nine came up for the upper primary test and three passed; arithmetic being the weakest point. All the four who were examined by the lower primary standard passed creditably. Knowledge of geography had improved throughout the school.

Middle Schools (Vernacular).—The total number of vernacular middle schools existing in this division on 31st March, 1885, was 63 with an aggregate roll of 5,388 scholars. The corresponding numbers for the preceding year were 56 and 4,706 respectively. Last year the six middle class halkabandi schools in the Bulandshahr district were by mistake included amongst the primary schools. The primary halkabandi school at Nakur in the Saháranpur district, moreover, was raised to the status of a middle class school.

The following table shows the number and description of vernacular middle schools in each district at the close of the year under review.

Primary Schools (English).—These schools are six in number, and they are all municipal schools. They are located at Deoband, Kairana, Kándhla, Hápur, Bághpát, and Aligarh.

Mufid-i-Khaláik (at Aligarh).—The number of scholars attending this school was 56. The highest class corresponded to the fifth of the Government High School, but it did very poorly in all the subjects in which it was tested. The sixth class was also a poor one. The salaries of the teachers are very low.

Primary Schools (vernacular) for boys.—Under this head are comprised the two orphanages at Saháranpur and Roorkee; the Amfield school and the three Baptist Mission schools in the Dehra Dún; four Baptist Mission low caste schools and Catholic Mission school, Sirdhana, in the Meerut district, the Mission school at Bulandshahr; twenty-two municipal schools and 667 halkabandi schools.

Saháranpur Orphanage.—The number of orphans was 41. The first and third classes were examined according to the upper and lower primary standards respectively. Three scholars out of six passed the former test, and seven out of nine the latter. One scholar of the third class was absent from the examination.

Bulandshahr Mission School.—Number on the roll was 54 against 46 last year. As the school is purely vernacular its classification should be according to our tahsíli schools. No regular scheme of studies is followed. As a whole the school did very fairly, but the lower classes required the teachers' attention in dictation. None passed in either of the two primary tests, as they were not well up in the two standards. For instance, the third class boys had just commenced the simple rule of three and those of the fifth were at compound multiplication.

The following table shows the number of municipal and halkabandi primary vernacular schools district by district:—

No.	District.	Municipal primary schools.	Halkabandi primary schools.	Total number of primary vernacular schools.
1	Dehra Dún	2	22	24
2	Saháranpur	4	114	118
3	Muzaffarnagar	1	99	100
4	Meerut	8	170	178
5	Bulandshahr	2	99	101
6	Aligarh	5	163	168
	Total ...	22	667	689

Dehra Dún.—The aggregate number of scholars on 31st March, 1885, was 739 against 705 on 31st March, 1884. Fifty-nine scholars passed the lower primary examination and 30 the upper primary.

Saháranpur.—The aggregate number of scholars on 31st March, 1885, was 3,444 against 3,207 on March 31st, 1884. Twenty-one scholars passed the upper primary examination and 219 the lower primary.

Muzaffarnagar.—The aggregate number of scholars on 31st March, 1885, was 3,106 against 3,109 on 31st March, 1884. Forty-seven scholars passed the upper primary examination, and 183 the lower primary.

Meerut.—The aggregate number of scholars on 31st March, 1885, was 5,875 against 5,588 on 31st March, 1884. Sixty-three scholars passed the upper primary test and 222 the lower primary.

Bulandshahr.—The aggregate number of scholars on 31st March, 1885, was 3,523 against 3,926 on 31st March, 1884. Sixty-eight scholars passed the upper primary test, and 239 the lower primary. The decrease of 403 is partly accounted for by the fact that, during the last year the Deputy Inspector had by mistake entered the six middle halkabandi schools as primary.

Aligarh.—The aggregate number of scholars on 31st March, 1885, was 4,715 against 4,596 on 31st March, 1884. One hundred and forty-eight scholars passed the upper primary examination and 383 the lower primary.

Meerut.—Ten schools were found efficient and 17 inefficient. Six schools had improved since last year, fifteen were stationary, and six had fallen off. Instruction imparted in arithmetic and geography was not satisfactory and almost all the 3rd class students failed in grammar. The schools that failed badly were Makanpur, Patparganj, Free School Gháziabad, Jelálábád, Khánpur, Niwári, Bhur Barál, Pablikalán and Sobhápur. The total amount of fees realized in the halkabandi schools of this district was Rs. 350 against Rs. 351 during 1883-84.

Bulandshahr.—Twenty-three vernacular primary schools were inspected in this district. Six schools were found "efficient," and 17 "inefficient." Four of them had improved, 13 were stationary and six had fallen off. Many of the students did very badly in arithmetic, geography and dictation. The 3rd class students generally failed in grammar and arithmetic. Meanings of words should have been better known. The bad schools were Mirzápur, Málágarh, Machkanti, Sarái, Dankaur, Hirnauti, Isápur Masautá, Nagaliyá, Daurálá, Karaurá, Vairi, Kherá Banail, and Bhatwárá. No fees are levied in halqabandi schools in this district.

Aligarh.—Of the 26 vernacular primary schools examined in this district, 14 were found "efficient," and 12 "inefficient." Eight schools had improved, 15 were found "stationary", and only three had fallen off. Those that did badly were Dhakpurá, Lahrá, Hatisa, Chherat, Free School Koel, No. II, Changeli and Bhuránsi. Arithmetic and geography were poor in several schools, and the Urdu readers of the 3rd class, as a whole, had entirely neglected their grammar. The handwriting of many of the Nagri students was very fair indeed. The amount of fees realized during the year under report was Rs. 44 against Rs. 60 for the previous year. The decrease was owing to the prevalence of sickness during a part of the year.

The departmental examinations of the zila schools were conducted by the respective headmasters with the assistance of their subordinates during the months of April and May. The following statement will show the percentages adopted by each of the above officials with regard to the upper and lower primary examinations :—

School.	*Upper primary.*		*Lower primary.*	
	History and Geography.	Other subjects.	History and geography.	Other subjects.
Sahárnpur	40	40	30	30
Muzaffarnagar	25	33	25	33
Meerut	25	33	25	33
Bulandshahr	40	40	40	40
Aligarh	40	40	40	40

The upper and lower primary examinations of the vernacular schools were held *in situ* by the Deputy Inspectors during the second half-year of 1884-85. The percentages adopted in the districts of Muzaffarnagar, Meerut and Bulandshahr will be found in the statement below :—

District.	*Upper primary.*		*Lower primary.*	
	Dictation.	Other subjects.	Dictation	Other subjects.
Muzaffarnagar	50	50	50	50
Meerut	95	50	75	50
Bulandshahr	50	50	50	50

NORMAL SCHOOL.

The total number of Government stipends allowed to this school is Rs. 40. At the time of the final examination held during the month of April, 1885, there were 37 pupil-teachers. One of these (Amanat Ali of Saháranpur) was excluded from the examination for using unfair means on the day for history and geography.

Of the remaining 36 pupil-teachers 22 passed for 1st grade, and 5 for 2nd grade certificates, and 9 failed.

PRIMARY SCHOOLS (VERNACULAR) FOR GIRLS.

The following table shows the number and description of these schools district by district:—

Number.	District.	Government schools.	Municipal schools.	Aided Mission schools.	Unaided schools.	Total number of schools.
1	Dehra Dún	...	...	...	...	...
2	Saháranpur	2	...	12	5	19
3	Muzaffarnagar	1	...	...	1	2
4	Meerut	2	...	6	...	8
5	Bulandshahr	3	1	...	...	4
6	Aligarh	8	...	...	...	8
	Total ...	16	1	18	6	41

Saháranpur.—The aggregate number of scholars on 31st March, 1885, was 414 against 353 on 31st March, 1884. One girl passed the lower primary examination.

Muzaffarnagar.—The number of scholars on 31st March, 1885, was 40 against 8 on 31st March, 1884. The schools being new, all the girls are more or less beginners.

Meerut.—The aggregate number of scholars on 31st March, 1885, was 342 against 167 on March 31st, 1884.

Bulandshahr.—The aggregate number of scholars on 31st March, 1885, was 94 against 102 on 31st March, 1884. Two girls passed the lower primary test.

Aligarh.—The aggregate number of scholars on 31st March, 1885, was 165 against 185 on 31st March, 1884. Six girls passed the lower primary test.

ROHILKHAND DIVISION.

Report by K. DEIGHTON, ESQ., B.A., *Inspector of Schools.*

I.—GENERAL AND STATISTICAL SUMMARY OF THE YEAR'S OPERATION.

2. The year under review is not marked by any very noteworthy incidents, though owing to the unusually heavy fall of rain during the months of August and September a great deal of sickness prevailed, more especially in the Sháhjahánpur and Bareilly districts. There was, however, no interruption of school work, though at first it was thought that the High School, Sháhjahánpur, would have to be closed for a time. The subjoined table will show to what extent the schools have improved, and the amount of inspection work done during the past year as compared with the year before :—

Division.	*Number of schools and scholars at the close of the year 1884-85.*		*Number of schools and scholars at the close of the year 1883-84.*		Number of inspections during 1884-85.	Number of inspections during 1883-84.
	Schools.	Scholars.	Schools.	Scholars.		
Rohilkhand	2,262	46,569	2,395	45,157	4,185	4,277

II.—CONTROLLING AGENCIES.

3. The Controlling Agency in this Division consists of one Divisional Inspector, six Deputy Inspectors, *viz.*, one for each district, and five Sub-Deputy Inspectors, Pilibhít being supervised by a Deputy Inspector alone. The changes made in the above staff during the past year are but few. My predecessor, Rai Durga Prasad, after an honourable service of 32 years, retired upon pension on the 31st of March. Maulvi Mohi-ud-din, Deputy Inspector of the Budaun District, also retired upon

pension in October last, and was succeeded by Munshi Debi Prasad, Sub-Deputy Inspector, on probation for six months, his place being filled by Maulvi Hamid-ullah Khan, headmaster of the Budaun tahsíli school, on probation for the same period.

4. The inspection work done by my predecessor has already been shown in his letter No. 4, dated the 4th April, 1885, while that of the Deputy and Sub-Deputy Inspectors will be seen from the annexed statement. These subordinate officers have, in my predecessor's opinion, discharged their duties efficiently, no instances of negligence having come under his notice.

Statement showing the inspection work done by the Deputy Inspectors of Schools in the Rohilkhand Division during the year 1884-85.

District.	Number of miles travelled.	Number of days on duty.				Number of schools inspected.					Average number of miles travelled each month.	Average number of days on tour including halts in mufassil.	Average number of middle schools inspected monthly.	Average number of primary schools inspected monthly.	Amount of travelling allowance drawn during the year.
		Number of days on tour.	Number of halts in mufassil.	Number of halts at Sadar	Total.	Middle schools.	Primary schools.	Female schools.	Other schools	Total					Rs a p.
Bijnor ..	2,293	177	75	109	361	36	287	4	30	357	191	21	3	27	339 10 0
Moradabad ...	1,551	133	21	211	365	27	236	10	149	422	129	13	2	33	205 2 0
Budaun ..	1,693	164	39	162	365	39	244	28	...	311	141	17	3	23	437 11 0
Bareilly ..	1,243	123	23	209	355	27	238	40	29	334	104	12	2	26	184 3 0
Pilibhít ...	1,439	139	44	182	365	23	115	2	9	149	120	15	2	10	207 2 0
Sháhjahánpur...	1,974	154	46	158	358	28	275	...	...	303	165	17	2	23	400 12 0

Statement showing the inspection work done by the Sub-Deputy Inspectors of Schools in the Rohilkhand Division, during the year 1884-85.

District.	Number of miles travelled.	Number of days on duty.				Number of schools inspected.					Average number of miles travelled each month.	Average number of days on tour including halts in mufassil.	Average number of middle schools inspected monthly.	Average number of primary schools inspected monthly.	Amount of travelling allowance drawn during the year.
		Number of days on tour	Number of halts in mufassil	Number of halts at Sadar.	Total.	Middle schools.	Primary schools.	Female schools.	Other schools.	Total.					Rs a. p.
Bijnor ...	2,026	163	59	129	351	36	281	4	224	545	169	19	3	42	268 4 0
Moradabad ...	1,837	156	38	130	324	28	256	18	48	350	153	16	2	27	247 4 0
Budaun ...	1,153	117	27	82	226	25	150	17	...	192	96	12	2	14	160 15 0
Bareilly ...	1,843	175	33	154	362	27	288	19	76	410	154	17	2	32	236 5 3
Pilibhít ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Sháhjahánpur,	2,058	173	64	112	349	26	277	...	...	303	172	20	2	23	276 10 0

III.—University Education.

5. The only institution in this Division in which there are undergraduates of the Calcutta University is the Bareilly High School. For some years after the abolition of the College Department, this school did not educate pupils beyond the Entrance standard; but during the years 1882 to 1884 an effort was made by the native gentlemen of the division to restore the College department upon the grant-in-aid basis, and a sum of Rs. 70,000 was collected. A first year College class was accordingly opened in February, 1884, and 13 students joined it, of whom two received Government scholarships, while the remaining eleven were helped by grants from the subscriptions collected. The results of the Departmental Examination are not yet published, but the promotions will be made on the re-opening of the school. The present grant-in-aid from Government is Rs. 150 a month, and this is supplemented by a grant from the Bareilly Municipality of Rs. 200. Endeavours are being made to increase the subscriptions to a sum which will render it possible to entertain a staff competent to prepare students for the higher University examinations.

IV.—School Education (General).

6. The subjoined table shows for the last two years the various statistics of the different classes of schools at work in this division for the general education of boys :—

Year.	Secondary.				Primary.				Total.		Increase.		Decrease.	
	English.		Vernacular.		English.		Vernacular.							
	Schools.	Scholars.	Schools.	Scholars	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.
1884-85,	11	2,124	68	5,592	12	894	594	18,603	685	27,213	4	1,664	...	...
1883-84,	8	1,359	66	5,112	6	514	601	18,564	681	25,549				

7. *Secondary Schools.*—Of these schools eleven are Anglo-vernacular and sixty-eight vernacular. Of the eleven, again, three, *viz.*, those at Bareilly, Sháhjahánpur and Moradabad, are High Schools, preparing boys both for the Entrance examination of the Calcutta University and for the departmental middle class Examination. As the time at which these examinations are now held has during the past year been changed from November to April, the results cannot be given at present. But the following table compares the number of candidates sent up from each school to the two examinations, and it will be seen that, except in one case, there has been a considerable increase :—

Year.	*Bareilly High School.*		*Moradabad High School.*		*Sháhjahánpur High School.*	
	Entrance Examination.	Middle Class Examination.	Entrance Examination	Middle Class Examination	Entrance Examination.	Middle Class Examination.
		(a)		(b)		
1884-85	21	51	20	21	7	20
1883-84	22	30	13	13	5	17

My predecessor's remarks on the High Schools of Moradabad and Sháhjahánpur, both of which were inspected during his winter tour, are as follows :—

Moradabad.—It is in an admirable state of efficiency and discipline and very popular.

Sháhjahánpur.—It is on the whole in excellent order, and will, I confidently hope, maintain its long-established reputation at the next University and middle examinations, as the institution is being ably and efficiently managed by its energetic Headmaster, Mr. Williams.

The remaining secondary English schools are the Government zila schools, Budaun and Bijnor, the Municipal School, Pilibhít, and the Anglo-vernacular Mission schools at Bareilly, at Lodipur in Sháhjahánpur, and at Budaun, Moradabad, and Bijnor. All these institutions prepare boys for the middle class examination, and for the past two years have sent up candidates as shown below :—

Year	Bijnor Zila School.	Budaun Zila School.	Bijnor Mission School	Moradabad Mission School.	Budaun Mission School	Bareilly Mission School.	Lodipur Mission School	Pilibhít Municipal School.
1884-85 ...	* 14	8	2	6	4	14	6	4
1883-84 ...	12	9	...	4	3	15	2	3

Here again there is an almost general increase in the number of candidates. My predecessor's remarks on the condition and efficiency of these schools are as follows :—

Bijnor Zila School—Is on the whole in a flourishing condition and creditable to all concerned, especially the Headmaster, Munshi Vazir Ahmad, B.A., who is very popular.

Budaun Zila School—With the exception of the highest class, the third, and the last two classes, the classes have not done well and should be carefully looked after.

(a) Including one sent up for the middle class venacular examination.
(b) Including two ditto ditto ditto ditto ditto.
* Including five sent up for vernacular Examination

Some changes were necessarily made in the teaching staff owing to the second master's illness and two other teachers' absence on leave without pay, and this is one of the reasons that accounts for the bad results in the classes above noted, but some of the masters also do not seem to be on good terms with each other; in consequence of which some transfers will be necessary if they do not reform their conduct at once and act in unison with each other for the good of the school.

Bijnor Mission School—The defects in classification will, I hope, be rectified at once; and the deficiencies pointed out in the students' studies will, I hope, be soon made up.

Moradabad Mission School—Has improved in numbers and educational status since my last inspection and I hope will get on.

Budaun Mission School.—The numbers are much the same that were found at my last inspection and the school is, on the whole, in good order.

Bareilly Mission School—Is on the whole in good order and well deserves the Government grant it enjoys.

Lodipur Mission School.—The boys have not yet finished the respective courses for the classes, and are therefore behind the proper standard, but the teachers, I hope, will exert themselves to make up the deficiency by the end of the academical year.

Municipal School, Pilibhít.—The results are tolerably fair, but not so good as I expected, owing to the apathy of the people who, in general, do not seem to appreciate the English education. For the first time, three students from this school went up for the last Anglo-vernacular middle class examination, and I am glad to notice they all passed. The Sanskrit, Arabic, and Persian departments are divided into four classes each and advance satisfactorily in their respective studies, but they did not prepare their students for any departmental examinations, and have therefore no fixed ends to aim at. I would advise the teachers therefore to prepare their pupils for the examinations of the Sanskrit College, Benares, and of the Panjáb University College, Lahore. The Mahajáni department is also in good order.

8. The secondary vernacular schools consist of the Government tahsíli and pargana schools in each district of this division, certain halqabandi schools which have been allowed to teach the vernacular subjects up to the middle class standard, and the Mission vernacular schools preparing boys for the vernacular middle class departmental examination. The result of the last examination is not yet known, but the scholastic progress made during the year under review, may to some extent be shown by the number of candidates sent up during the two past years:—

Year	Number sent up from Government Tahsíli Schools.	Number sent up from Pargana Schools.	Number sent up from Halqabandi Schools.	Number sent up from Vernacular Mission schools.	Total.
1884-85 ...	231	19	96	26	372
1883-84 ...	126	11	66	9	212
Total increase,	...	...	...	...	160

Fifty-one have done well in the examination.

Jahánabád Town School.—The numbers and the results are both satisfactory, and show a marked improvement during the year.

(*b*) PRIMARY SCHOOLS.

9. The numbers of these schools and of scholars in them in each district of this division at the close of the year under report as compared with those at the end of the preceding year will be seen from the table given below:—

District.	*At the close of the year* 1883-84.		*At the close of the year* 1884-85.		*Inspected by the Inspector during* 1883-84.		*Inspected by the Inspector during* 1884-85.	
	Schools	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.
Bijnor	97	3,120	96	3,183	79	692	84	798
Moradabad ...	117	3,415	114	3,413	83	619	55	508
Budaun	108	2,919	107	2,892	83	739	47	351
Bareilly	116	3,836	120	4,094	61	404	76	521
Pilibhit	49	1,632	51	1,658	33	210	44	299
Shahjahánpur ...	103	3,032	97	2,839	55	348	51	1,477
Total ...	590	17,954	585	18,109	394	3,012	357	3,954

*Including eight sent up from aided school, Sherkot, and one from a primary halqabandi school.

These schools were inspected by my predecessor in groups, but care was taken that no school which was more than eight miles from his camp should be called in for examination.

In former years while the third and fifth classes were all assembled, the fourth class was not examined. As, however, it had been alleged that certain teachers had in former years been in the habit of bringing up boys in their fourth class for examination in the fifth, it was thought advisable to examine the former class also, and thus the inspection work of these schools was heavier than in former years. At the request of Mr. Whish, Secretary to the District Board, Sháhjahánpur, all the schools, whether primary or secondary, in the tahsíls of Sháhjahánpur and Pawáyán, were inspected and all the classes examined, while in the remaining two tahsíls of that zila all the secondary schools and as many primary schools as could be assembled at or near the former or on the Inspector's line of march were examined, as has already been stated by him in his letter No. 4, dated 4th April, 1885, and hence it was that he took a longer time in the Sháhjahánpur District than usual.

The primary standards adopted by my predecessor in the examination of the schools under notice and of the primary departments in higher schools are given below :—

I. Upper Primary Standard.—To be worked up to by boys after finishing the course for the third class :

(*a*) Reading with fluency and intelligence Mirát-ul-Aql or Gutka, Part I.
(*b*) Writing to dictation from the same.
(*c*) Working miscellaneous questions in arithmetic up to decimal fractions.
(*d*) Geography of Asia from Jughráfia-i-Geti, Volume I.
(*e*) History of India to the end of the Muhammadan period from Aína-i-Taríkhnumá.

II. Lower Primary Standard.—To be worked up to by boys after going through the course for the fifth class :

(*a*) Reading with fluency and intelligence Silk-i-Nasách or Updesh Pushpáwali.
(*b*) Writing to dictation from the same.
(*c*) Working miscellaneous sums in arithmetic up to the four simple and compound rules.
(*d*) Geography of the North-Western Provinces and Oudh, extracted by my predecesor from his Jughráfia-i-Geti, Volume II.

III. Preparatory Upper Primary Standard.—To be worked up to by boys after going through the course for the fourth class :

(*a*) Reading with fluency and intelligence Muntakhibát-i-Urdu or Akhián Manjari.
(*b*) Writing to dictation from the same.
(*c*) Working miscellaneous sums in arithmetic up to Simple Rule of Three.
(*d*) Geography of India from Jughráfia-i-Geti, Volume II.

V. School Education (Special).

10. The Government and the Mission Normal Schools, Bareilly, are the only special institutions in this division. These prepare vernacular teachers for the 1st and 2nd grade certificates. The former certificate qualifies the holder for a vernacular middle class and the latter for a primary school teachership. In the Government Normal School, Bareilly, there were during the year under report forty pupil teachers under instruction from the six districts of this Division, *viz.*, seven from Bareilly, eight from Moradabad, seven from Bijnor, seven from Sháhjahánpur, seven from Budaun, and four from Pilibhít. All these joined on or about the 1st June last, and drew their stipends at the following rates :—

10 @ Rs. 7 per mensem each.
20 @ Rs. 6 ditto.
10 @ Rs. 5 ditto.

These have all undergone the final examination conducted by my predecessor in April, with the results shown in the following table :—

Divisional Normal School.	*Number of pupil teachers—*		*Number passed—*		Remarks
	1st Grade	2nd Grade.	1st Grade.	2nd Grade.	
Bareilly	* 26	17	† 25	‡ 6	

During the year last reported upon, thirty-one passed out of forty that appeared at the examination. Munshi Ajudhiyá Prasád, Headmaster, Government Normal

* Including three self-supporters.
† Including two self-supporters.
‡ Including one self-supporter who failed in the 1st grade but passed in the 2nd.

School, Bareilly, is, in the opinion of my predecessor, an experienced and deserving officer, and is ably assisted by his subordinates. My predecessor agrees in the suggestion made by the Headmaster that the pupil teachers who obtained the 1st grade certificates from his school should receive better appointments from their respective District Boards than those who get the 2nd grade certificates. The Mission Normal School, Bareilly, had twenty-two pupil teachers under instruction during the past year. These were examined by the Mission Examination Committee, who passed three in the upper and three in the lower grade. Of the former, two have been appointed teachers in Mission schools and the remaining one is now carrying on his studies in the Theological school.

VI.—Female Education.

1. *English Schools for Girls.*

11. (*a*) *Secondary.*—Of this class there is only one, *viz.*, the Girls' Orphanage School, Bareilly.

(*b*) *Primary.*—These are the aided Mission Girls' Boarding Schools at Budaun, Moradabad, and Bijnor.

Both classes of schools, though called English schools, are in reality good vernacular schools, in which Urdu, Nágri and Persian are taught in their respective characters and also in the Roman character, the study of English being optional only, not general.

2. *Vernacular Schools.*

12. The following statement will show the state of female education in this division at the close of the last year as compared with that at the end of the preceding year :—

Year.	*Maintained by Local Fund and Municipal Boards.*			*Aided by Local Fund and Municipal Boards.*		
	Schools.	Scholars.	Average daily attendance.	Schools	Scholars.	Average daily attendance.
1884-85	39	948	758	53	1,287	957
1883-84	35	829	675	58	1,334	994

My predecessor examined most of these schools during the year under report and is of opinion that efforts had been made to remove the defects pointed out by him during the previous year. There is, however, in his opinion much room for improvement. The Female School, Pilibhít, the Halqabandi Girls' School, Lilaur, in zila Bareilly, the Municipal Schools, Farshitola and Patiáli Serái, and the Government Female School, Saheswán, still maintain their reputation as the best female schools in this division. A Female Normal School has recently been started in Bareilly by the District Board.

VII.—Education of Special Classes.

13. (*a*) *Europeans and Eurasians.*—The two schools in this division for the education of Europeans and Eurasians, *viz.*, one in Moradabad and one in Bareilly, will be reported upon by the Inspector of European and Eurasian Schools.

(*b*) *Muhammadans.* Nil.

(*c*) *Native Chiefs (minors) and other special classes.*—There is a boardinghouse attached to each Government zila school in this division and this accommodates the wards, if any, from the neighbouring districts. The wards from the district of Bijnor that were under instruction in the boardinghouse there, were last year, under orders from the Board of Revenue, transferred to the boardinghouse, Bareilly, much to the regret of the Headmaster of the Bijnor School.

VIII.—Private Schools.

14. A considerable number of these schools was inspected during the year under report by my predecessor and his assistants, the Deputy and Sub-Deputy Inspectors. The following are the most important of them:—

(1) In the city of Bareilly the *Viddya Prákásh Páthshálá, Gulabnagar*, established in May, 1884, and managed by a committee, teaches Sanskrit, Persian, Nágri and Mahájani.

There are four teachers in the school, whose maintenance together with the house-rent, Rs. 2-8-0 a month, is defrayed by subscriptions raised from amongst the people both in cash and kind. The monthly collections in kind are valued at about Rs. 150, and consist of flour contributed daily by well-to-do families; the cash collection rarely exceeds Rs. 10 a month. The number of boys enrolled in this institution and its two branches was on the 24th August, 1884, one hundred and seventy-five, and of these one hundred and sixty-four were present for examination. My predecessor considered the school to be in a promising state.

(2) *Veddajjívní Páthsháláá of Ganj.*—Opened and endowed by Lála Guláb Rái about two years ago. The endowed property consists of a sixth part of the muáfi village of Karwápur, tahsíl Bísalpur, zila Pilibhít, and two pucka houses. The income from the endowment is Rs. 20 a month. The school is under the management of a committee, and teaches Sanskrit, Nágrí and Mahájaní. On the 13th of August, 1884, when it was inspected by my predecessor, there were fifty-five names on the register, of whom forty-seven boys were present for examination. Of these, eight studied Sanskrit and Nágri both, twenty-four Nágri only, and fifteen Mahájani.

(3) *Táj-ul-madáris, Amroha*—Zila Moradabad, maintained by voluntary subscriptions. Of this school my predecessor says:—"I visited the Tájulmadáris to-day (the 16th March, 1885) and found the classification as follows:—

Classes ...	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX-I.	IX-II.	Total.
Enrolled ...	12	2	4	5	11	14	29	33	34	24	168
Present ...	9	2	4	4	9	12	24	25	31	18	138

I am glad to notice that the numbers have improved since my last inspection and that the tuition and admission fees have also been levied at my suggestion and now come to about Rs. 16 a month. The school has been doing good work in imparting oriental education and mathematics, and no doubt deserves encouragement. A monthly grant from the Municipality may improve its status and stimulate the endeavours of its founders to make its income permanent."

(4) *Sanskrit Páthsháláá, Moradabad Khás.*—Maintained partly by subscriptions and partly by Municipal contributions. Of this school my predecessor says, "I inspected the Sanskrit Pathshala here that owes its existence to the liberality of some public-spirited native gentlemen of Moradabad, and was glad to see that it was popular and well attended. The results are very encouraging and fair, and the school will, I hope, get on. The advanced students should, I think, prepare for the examinations of the Sanskrit College, Benares.

ALLAHABAD DIVISION.

Report by C. Dodd, Esq., *Inspector of Schools.*

5. *Working of Zila Schools.*—The *zila* or *Government Anglo-vernacular schools* still continue to increase in numbers, until, in most cases, both class accommodation and the teaching staff have become further insufficient. This matter is now under special consideration and need not here be again referred to, beyond the remark that, while the results of the annual public examinations show no falling off, but even an improvement in the pass numbers, the lower or preparatory classes have of necessity not received that aid and supervision by the more senior masters which are always so desirable.

Zila School, Allahabad.—The *Allahabad High School* heads the list from every point of view, and, in spite of the several changes among the teachers of the upper classes, respectable progress and success have been effected—a success largely to be attributed to the untiring labor of the Headmaster. The number on the rolls has increased from 508 to 619, and the average attendance from 434 to 544. The corresponding growth in the fees' receipts has been from Rs. 4,440 to Rs. 5,450. In the High School proper, the *University Entrance class* shows an average roll number of 65, with an attendance of 47. The number selected for the matriculation was 44, two of whom, for sufficient reasons, were unable to appear. The results have not yet been made known, but it is likely that at least 30 candidates have been successful. A class of this description is much too large for instruction by one master, and Mr. Gordon requires, and fully deserves, an European Assistant Headmaster to enable him to make more thorough and complete the teaching of this and of the next class, as well as to admit of more time being given by the Headmaster to the supervision of the whole school. The *second class* roll for the year averages 44, with an attendance of 37. In addition to the old disadvantage of an unsuitable and overcrowded room, this class has this year suffered by the changes of teachers. The second master was twice transferred on temporary promotion, and the class was placed first under one new teacher and secondly under another. These men did their best, but the class has not made generally that progress which is of so much importance in a preparatory entrance class. One pupil, S. C. Banarjia, son of the Sub-Judge, and quite a lad, stands far above his class-follows, having distinguished himself in the annual examination. The *third class* has had an average roll of 95, with an attendance of 80. These were taught in three sections, but owing to the resignation of the officiating third master, Munshi Ganga Sahai, M.A., a change of teachers, however undesirable, had to be made. (The third class has now for some years suffered in this way, in consequence of the long-continued absence of the substantive third master, Pandit Uma Shankar Misr. Good men have from time to time been obtained, none choosing to remain in an acting appointment when any opening of a more permanent and promising nature presented itself. It is desirable that the name of Pandit Uma Shankar be withdrawn from the school staff, and a new third master be permanently appointed.) At the recent annual departmental examination, this class sent up 73 candidates, of

whom 47 have successfully passed. The failures were mostly in the subjects English and Persian. The *fourth class* has averaged a roll of 65, with an attendance of 60. At the half-yearly examination, seven pupils obtained sufficiently high marks to warrant promotion to the third class to compete, six months later, for the M. C. A. V. departmental certificate. The number appearing at the annual examination was 80; of these 57 passed in English, 49 in mathematics and 68 in history and geography. In *all* subjects 33 passed, and 48 have been promoted. The *fifth class* was divided into two sections. These were unequal in numbers, as the class rooms available were of different sizes. The teachers were respectively the sixth and seventh masters. The average roll of the class was 66, and of attendance 58. At the annual examination, 61 appeared, 33 passing in all subjects, and 19 others in all but one paper, 52 receiving promotion. The instruction of this class has generally improved. In Persian and Sanskrit as well as in arithmetic, however, the standard is still somewhat lower than should here be expected. The *primary classes* contain some 300 boys, taught by the eighth master, three extra assistant teachers and the third Maulvi. These men are young and inexperienced, the pay they draw being quite insufficient to attract more efficient teachers. The class rooms are overcrowded. Considering these disadvantages, fair progress in this section must be admitted, though, should it be decided on keeping up the lower school, or any portion of it, it is to be hoped that by the strengthening of the staff for the upper classes, arrangements may be made for the more efficient instruction and supervision of the junior division.

Zila School, Cawnpore.—The Cawnpore zila school, on the 31st March last, bore on the rolls 474 names, as against 411 on the corresponding date of the year previous. The 474 are thus distributed: 15 in the high school, 113 in the middle stage, 98 in the upper primary, and 248 in the lower. The fee income for the year amounted to Rs. 3,264, being an increase on that of the last year of Rs. 375. From the *high school* nine have been up for matriculation. The second class numbers six only, and is weak as regards instruction also. The Inspector found two youths only who were fairly well up in English. Of the *middle school*, the third class sent up 19 candidates for the departmental certificate. It is feared the examination-paper for English will have spun some of the number. Eleven probably have passed. Of the fourth class, 30 boys were examined, 27 obtaining promotion for the new third class. Of the fifth class, 43 out of 63 were promoted to class IV. Of the *upper primary section*, the top class (VI) sent up into the middle stage 53 out of 56 examined, their places being taken in the sixth class by 38 promotions from class VII, 42 only being examined. From the *lower primary*, class VIII sent up 49 into the stage next above (class VII), together with nine double promotions from the 9th class. The ninth class promoted 65 boys, with whom went up also two boys in double promotions from the tenth class to class VIII. The very unwieldy tenth class, of 102 boys, sent up 74 promotions. Of these several classes, the second half of class V did very poorly in mathematics and second language. The sixth did better throughout, having been more equally taught. The seventh did very well indeed in three subjects—English, dictation and arithmetic. Another teacher is sadly required in the huge tenth class. The school building is being enlarged at an estimated cost of Rs. 3,584, of which the greater portion will be paid out of the Amar Nath Endowment Fund. The work is now approaching completion. The boarding house numbered 37 residents, at the close of the year. It has continued to work satisfactorily. Babu Daulat Sinha, a teacher of the school staff, has been appointed temporarily to the charge, in succession to Pundit Narsinha Das. The Cawnpore school shows a steady progress for the year. The present small numbers in the high school stage appear to result from certain accidental circumstances, and there is every promise that these classes will ere long increase in size to the Normal proportion.

Zila School, Bánda.—The *Bánda zila school* showed 161 scholars on the rolls at the close of the year, as against 139 at the corresponding time of the preceding year. The daily average attendance has been 130. The distribution of the pupils is unequal, there being only seven youths in the two classes of the *high school* section, last year there being 16. The explanation offered by the headmaster is, that the boys who successfully passed the middle class examination in 1883, left the school expecting to obtain employment. It is, however, not unlikely that an unauthorised doubling of the fees has had something to do with so large a proportion of senior pupils having left the school. From a class numbering 10, *one* solitary youth now stands in the second class. Thus the prospect for a new entrance class is most unsatisfactory. The amount of fees' receipts for the whole year have been Rs. 782, or an increase on those of the previous year, of Rs. 160. With such a falling off in the numbers of the top section, as just mentioned, it is unlikely the fees will continue to increase, it indeed, there be not a future reduction. Four candidates appeared at the university examination. In the *middle school* there are 62 scholars, *viz.*, 12 in the third class and 25 in each of the two next succeeding. The third class boys have been up for the departmental certificate. It is not likely more than seven will have passed. In the lower forms of this section, the subjects of Geometry, Algebra and History and Geography had been withheld. Orders for the discontinuance of the omission were

given at the time of the Inspector's annual examination. The *Primary School* numbers 92 boys, *viz.*, 41 in the upper and 51 in the lower section. Promotions in the several classes have been made throughout. The boardinghouse, which like all others of the kind, is more especially under the management and control of the District Board, contains 15 inmates. Of these, ten are self-supporters, the remainder each receiving a halkabandi Rs. 3 scholarship, though such is not the purpose to which the Government intended halkabandi scholarships to be applied. The report of the Bánda School submitted by the Head-master, is wanting in the commonest necessary particulars, contains much that is wholly irrelevant, and is generally unsatisfactory.

Zila School, Jaunpur.—The *Jaunpur Zila School* shows an average roll number for the year of 312, as against 264 for the year preceding, with an average daily attendance of 261, against 215 for the last year. Yet, notwithstanding such *annual* increase, there was a falling off by the 31st March, 1885, when the numbers on the rolls were 288 only, as against 316 at the corresponding date 1884. This decrease was mainly caused by the withdrawal, later in the year, of a comparatively large number of Muhammadan youths, who, apparently had been attracted to the school by an arrangement, made by the Head-master, for teaching the middle class *vernacular* course. Such arrangement, not being made known at the time as it should have been, was not disallowed, but subsequently the Head-master would appear of his own accord to have broken up the middle vernacular course class, which was re-opened shortly after in the Jaunpur Mission School, to which the Muhammadan pupils readily and naturally found their way. Though the Jaunpur School has hitherto been graded as only of the middle class, yet it has continued, as a private arrangement, to prepare a class for the university entrance. This year this class sent up, as private students, eight candidates for matriculation. It is hoped the results will be less unfavourable than were those of the previous year, when, out of five sent up, *one* boy only got through. In *the middle section*, the total number on the rolls on the 31st March was 63 only, as against 86 of the year preceding This falling off has been already referred to above. The top class (third) sent up 21 competitors for the recent departmental examination, the results not having been yet published. It is feared some eight only will have been successful. Last year there were 15 passed, out of 22. In the *primary sections* combined, the average number on the rolls has been 220, with an attendance of 184. The roll number on the 31st March was 212, being the same as on the corresponding date of last year. The decrease of 16 Muhammadan boys was balanced by an equal number in the increase of Hindu admissions. In the top forms (VI) of the upper primary section, 23 pupils were examined. Of these eight only obtained full pass marks, but 12 were allowed to go up into the Middle School. From the top of the lower primary section (VIII), 19 boys were examined, of whom eight got full marks and went up with four others who were allowed grace marks. These latter results, however, are in themselves misleading, for so late as August, owing to the heavy numbers in the seventh and eighth classes, the Head-master formed an intermediate class (VII B.) composed partly of seventh class pupils and partly of the advanced boys of class VIII. Thus the lower primary section has really given to the upper the half of a class (13 boys) more than appears in the results in the annual returns. The boardinghouse for Muhammadan resident pupils, opened under the auspices and arrangement of a late Collector, Mr. Ward, has not proved a success. The building in the city purchased for the purpose, remaining for the most part empty, has now been let to the Settlement Department, a portion being re-rented for the accommodation of the five or six Muhammadan school lads who alone attend. It is proposed by the Managing Committee to sell the building with the object of erecting a new one adjoining that for Hindu pupils now in course of construction on the west side of the School-house, and which, it is hoped, will be ready for Hindu boarders by the month of August. The Head-master complains that a building purchased for the residence of the Head-master (but which was not used) has been demolished, while no new structure in its place, for either the Head-master or for the boardinghouse superintendent, has been arranged for or even contemplated. The Jaunpur School holds six scholarships, *viz.*, three Government scholarships of Rs. 3 each, one of Rs. 4 from local District Funds, and two of Rs. 3 each from the Municipality. Sanction having been obtained for funds for the employment of an increased and superior staff, from the 1st July, the Jaunpur School will henceforth be reported as a *High School.*

Zila School, Fatehpur.—In the *Fatehpur Zila (Middle) School* also the increase in the number of scholars has continued. On the 31st March there were 223 names on the rolls, as against 178 at the corresponding date last year. Had the school staff and class-room accommodation been greater, the numbers would have risen still considerably higher. In the lower classes especially, the present staff is very inadequate, and as there is no other Anglo-vernacular school in the district, the primary classes, or any part of them, cannot well be excluded from the Government School. Application has been made for special sanction for an additional teacher, but this, even, if allowed, would be quite insufficient for the school requirements. In the Urdu, as well as English, teaching more masters are urgently called for. Notwithstanding

the larger size of the new building, some of the lower classes have already to find seats in the school verandah, an arrangement which during the hot winds and rains is attended with great discomfort and little progress with order and discipline. In the case of Fatehpur, it would seem an extension of the class-rooms must be arranged for. The fee-income of this school has during the year risen from Rs. 540 to Rs. 687, and as implied above, would have attained to a much higher figure. The Middle School section (III, IV, V) contains 55 boys, of whom 10 form the top class, and 9 were allowed to go up for the departmental certificate. It is likely that eight have been successful. One or *two* of the candidates were somewhat unprepared in English and mathemetics, but they were youths grown too old to allow of their being longer retained in school, and it was desirable they should be allowed a chance of obtaining a certificate before being struck off the register. The fourth class, which will now go up to form the new third, consists of 10 pupils. These boys, having been taught by the Second Master, M. Moti Lál, are deficient in English and mathematics as well as in history. The Inspector found the arithmetic in particular much below the required standard. *In the upper primary section* there are 52 scholars, of whom 23 form the top class, sending up passed examinees into the middle school. Sixteen received full marks for promotion. In the *lower primary* school there are 116 junior pupils, taught in three classes (VIII, IX and X). The top of these numbers 20 boys, 12 of whom obtained the full number of marks for promotion to the section next above. The boarding house in Fatehpur continues a popular feature of the school. There are at present 35 inmates, self-supporters. This year the Superintendent, Pandit Murli Dhar, who takes an interest in his duties generally, has introduced cricket for the recreation and amusement of the boarders and of such of the day-scholars who are desirous of joining the club. The play-ground is as yet unenclosed and not conducive to high proficiency in such games and sports.

Zila School, Hamírpur.—The *Hamírpur Zila* (Middle) *School* continues by far the smallest and most unpromising. The total number of boys on the 31st March was 96 only, that for the corresponding date of the previous year being 89. These are distributed among the middle upper primary and lower primary sections in numbers 30, 26, and 40, respectively. The increase in fee-receipts for the year amounted to Rs. 40 only. The top class of the school (third) sent up the whole of its number, five, for the departmental examination. Four should pass. The fourth class will furnish eight passes for the new third. The fifth class boys did fairly well in the school annual examination. In the *upper primary* section, the top class (sixth) promoted 14 only, while the class next below (seventh) figures but poorly in its answer papers in English. From the *lower primary* school, 13 only have been sent above. The very poor apology for a boarding house, attached to this school, contains but four inmates, one of whom holds a halkabandi school-fund scholarship, the remaining three being self-supported. Hamírpur is very unfavourably situated for the maintenance of anything approaching to an efficient school. It is no centre of trade or industry, and is mostly encircled by rivers which, for some months in the year, would shut out school-boys even could recruits be found in the country surrounding. The town would be more aptly described as a village with a small bazár for the sale of commodities for purely local consumption. The few boys supplied thence are supplemented by the sons of a few officials in the kachahris, post-office or dispensary, and beyond these there is no source of school material. The appointment, however, of an energetic Headmaster, of a more modern type, might infuse some life into the school and be productive of more satisfactory results of instruction.

6. *Divisional Normal School.*—The report of the working of the *Divisional Normal School* for the year under notice might largely be a repetition of the remarks made last year. There have been no changes in the staff and no leave absence to call for the introduction of officiating teachers. The new classes assembled on the 1st of June, and the session closed with the annual examination, which terminated on the 16th of April, when the pupils returned to their respective districts to await the results of their year's studies, prior to their appointment by the District Boards, to the charge of village schools. The distribution of the subjects of instruction has been similar to that mentioned for the previous year, by which arrangement the Headmaster teaches the mathematics (excluding mensuration and surveying) and the technical subjects, throughout the school. The Second Master undertakes the teaching of Hindi (language and literature) and the mensuration and field surveying, in which latter the Headmaster joins. The Third Master conducts the lessons in Urdu language or literature, while the Fouth Master takes the classes in history and geography. This year, Hunter's History was introduced, which in the first part treats more of the Hindu period. This necessitated the Fourth Master's receiving still more aid from the Headmaster, whose time consequently was almost entirely taken up in class work. As on a previous occasion suggested, it would be fairer to the Headmaster (since the proportion of Muhammadan pupils continues so small) to have for the Fourth Master a teacher well acquainted with Hindi, in the place of the present occupant of the post, who is more of an Urdú teacher, and whose acquirements are perhaps scarcely sufficient for the work required. The subject of the desirability of the

raising the status and staff of the school, having recently, with other reference, been brought to notice, need not be here again entered into. The number of pupil teachers this year, holding Government scholarships, has been 40, the full number allotted for the division. The number, however, provided by the District Boards, with local fund's scholarships, by way of supplement, fell off to 22 only, instead of 40, as asked for. The district of Allahabad was allotted six out of the 40 Government scholarships, and at first sent no additional pupils with local scholarships. Afterwards, two were sent, of whom one had to be dismissed for misconduct. Pandit Din Dayál was then Deputy Inspector of Allahabad. Fatehpur was allotted six Government scholarships, and contributed an equal number from local funds. Cawnpore was allotted eight and contributed four others. Hamírpur received six Government scholarships and provided three others from local funds. Bánda took eight Government scholarships, and sent six local scholars in addition. Of these latter, *one* was dismissed for continued absence without leave, and two others being elderly and hopelessly deficient were returned early in the school year to their district. Jaunpur was allowed six Government scholarships, but contributed from local funds for only *one* additional pupil. Jaunpur, like Allahabad, has never contributed the number of local fund's scholars sent by other District Boards. The recommendations of the Deputy Inspectors, in those two exceptional cases, appear not to have endeavoured to promote the Inspector's scheme for the employment mainly of teachers who have benefitted by a year's residence and study in the Normal School, and been brought more under discipline and civilising influences. The Deputy Inspector of Allahabad has since been transferred to Cawnpore, and the Secretary of the Education Branch of the District Board there has already notified the intention to discontinue the sending, to the Normal school, of local scholars. As Cawnpore has never before shown any disinclination or inability to send such supplementary pupil-teachers, it is probably not incorrect to attribute to the suggestions of the Deputy Inspector a similar withholding of local assistance and support to that which had been previously noticeable in the case of the Allahabad district. At the beginning of the year, there were 40 Government scholars, and 22 provided for by local funds, or 62 all told. These, by the end of the session, were reduced to 58, the number of resident pupils who sat at the annual examination. In addition, there were nine examinees, being teachers in village schools, holding the second grade certificate and now competing for that of the First Grade, thus making in all 67 examinees : *viz.*, competing for first grade certificate, 23 Normal School pupils *plus* nine teachers : competing for second grade, 35 Normal school pupils. Of these, 15 pupils and three teachers have passed fully for the First Grade, while 6 others have been recommended for grace marks, which would make 24 first class certificate holders. For the lower grade 14 have passed fully, and 10 others are recommended for grace marks, making likewise 24 second-class certificate holders. Thus 48 Normal School certificates will probably this year be issued to teachers for the vernacular schools in this division. The pupil-teachers of the senior class standing first and second on the examination results list are Haridwari Mal and Badri Náth, both of the Fatehpur district. The pupil who heads the list of the second class is Badri Prasád of the district of Cawnpore. Among these three successful competitors will be distributed proportionately, as prizes, Rs. 150, contributed for the purpose by the six District Boards in the division. The prizes will be awarded with the condition that the prize winners be returned, as local scholarship holders, to the Normal School for a second year's residence and study and for some practice in teaching. The annual examination was conducted with due care and vigilance. Two examinees were expelled for endeavouring to aid one another by unfair means. The menial establishment of the Normal School has been reduced by the disallowing a daftarí. This saving, together with the sanctioned increase of Rs. 2 monthly, admits of the payment of three servants from the allotment. No subscriptions by the boarders, as formerly, are now made for the entertaining a fourth servant. With one sad fatal exception the health of the Normal School pupils during the year has been good. Cheda Lál was deputed from Bánda where he had then lately been suffering severely from fever and delirium, and had not fully recovered and should not have been sent to the school. Shortly after his arrival, the Assistant to the Civil Surgeon recommended the removal of Cheda Lal to the City Hospital. There the patient's case was pronounced one of acute mania, and, after magisterial inquiry, the young man was lodged in the asylum for three days only, when death happily came to his relief. The conduct of the boarders has been satisfactory, the salutary expulsion of one obstreperous and violent youth being followed by no similar instance of turbulence or insubordination. The Normal School Library is poor and unattractive, and considerable additions are much needed. A few necessary text-books, for class use by the teachers, have been afforded out of the contingencies' allotment. The school dormitories throughout have been improved in comfort and appearance by the purchase of new bedsteads of an uniform size and pattern. The attention of the Headmaster has been drawn to the necessity of neatness and cleanliness in the dormitories, as well as in the class-rooms. Smoking in the rooms and verandahs detected by the Inspector has been again forbidden and punished. The subject of the desir-

ability of extending and improving the Normal Schools, and raising the status and standard, has been already noted, and will doubtless receive that consideration which its importance calls for.

VERNACULAR MIDDLE CLASS SCHOOLS.

Middle Vernacular Schools.—These consist of (1) provincial, tahsíli and pargana ; (2) a few of the halqabandi local funds' schools. The difficulty pointed out last year, *viz.*, of obtaining and retaining efficient masters for the conduct and instruction of the vernacular schools of this superior grade, still continues, and the desirability of removing or lessening such by offering higher rates of salaries and more attractive conditions of service, is generally admitted. It is much to be regretted that there is no likelihood of near or immediate improvement in the pay and prospects of this class of teachers whose duties, when conscientiously performed, are arduous and important.

Distribution of Middle Vernacular Schools.—In this division there are now 50 provincial revenue middle class vernacular schools, and 22 middle schools supported by local funds. These are distributed among the six districts in the following numbers :—Allahabad, 9 provincial schools only ; Fatehpur, 7 provincial and 4 halqabandi middle schools ; Cawnpore, 12 provincial and 13 local ; Hamírpur, 7 provincial and two local ; Bánda, 9 provincial; and Jaunpur, 6 provincial and 3 halqabandi middle schools.

Distribution of Middle Class Examination Candidates.—These 72 schools sent up for the recent departmental examination, 274 candidates, *viz.*, 217 from the tahsíli or pargana schools, and 57 from the halqabandi middle schools. The number examined through the medium of Urdu was 94 and 180 through the Hindi vernacular. Thus the Hindi-reading pupils in this division are about twice the number of those taking up Urdu. The following table gives a view of the distribution mentioned.

District.	MIDDLE CLASS VERNACULAR SCHOOLS.							
	Tahsíli and pargana.				*Halqabandi Middle.*			
	Number of schools	Urdu candidates.	Hindi candidates.	Total.	Number of schools.	Urdu candidates.	Hindi candidates.	Total.
Allahabad ...	9	27	9	36	...	...	...	...
Fatehpur ...	7	4	19	23	4	3	1	4
Cawnpore ...	12	6	46	52	13	1	33	34
Hamírpur ...	7	8	11	19	2	...	6	6
Bánda ...	9	15	21	36	...	...	...	...
Jaunpur ...	6	30	21	51	3	...	13	13
Total ...	50	90	127	217	22	4	53	57

From this it is seen that Allahabad and Bánda continue without halqabandi middle schools. Cawnpore stands first in number of middle schools of each kind. Jaunpur comes next, and Allahabad and Bánda follow, being equal in point of numbers ; though it is likely that of the 36 candidates from Bánda, a less proportion will have proved successful than of the similar number which went up from the Allahabad district. Fatehpur would so far appear to have made some advance, on the condition of last year, and sends more competitors than does Hamírpur, which, in this respect, falls to the lowest place in the list.

Results of Inspector's Examination of Middle Vernacular Schools.—The next statement shows the results obtained by the Inspector at his annual examination of these middle vernacular schools :—

District.	*Tahsíli and Pargana Schools.*				*Halqabandi Middle.*			
	Number of Schools.	Roll.	Examinees.	Passes	Number of schools	Roll.	Examinees.	Passes.
Allahabad	9	511	470	261	...	...	...	...
Fatehpur	7	397	327	149	4	280	155	
Cawnpore	12	741	644	305	13	671	405	102
Hamírpur	7	544	518	245	2	142	123	217
Bánda	9	529	446	225	...	...	...	60
Jaunpur	6	414	358	222	3	Not	Examined	
Total ...	50	3,136	2,763	1,407	22	1,093	683	379

The Jaunpur district stands first, in the percentage of passes, on the number examined: *viz.*, 62. This is explained by Jaunpur including two of the most popular and industriously taught schools of the whole division, *viz.*, Machhlishahr and Kirakut. The percentage for Allahabad is 56. These schools were well inspected by the late Deputy Inspector. Bánda gives a percentage of 50, Cawnpore and Hamírpur 47 each, and Fatehpur 45. The general percentage for the provincial schools is 51, and for the halqabandi middle schools 55.

Vernacular Primary Schools.

15. *Vernacular Primary Schools.*—The following table states the results of the Inspector's annual examination of these schools :—

Results of Inspector's Examination, Primary Vernacular Schools.

District.	Number of schools examined.	Pupils on rolls.	Number of examinees.	Passes.	Pass percentage on number examined.
Allahabad	91	2,754	1,346	807	61
Fatehpur	54	2,031	575	348	61
Cawnpore	140	4,337	1,641	898	55
Hamírpur	63	2,109	977	552	57
Bánda	89	2,901	1,313	675	51
Jaunpur	88	3,591	1,110	523	47
Total ...	525	17,723	6,942	3,803	55

The standard of efficiency has risen mostly in the schools in the district of Allahabad. In Bánda and Jaunpur likewise an improvement in instruction is noticeable. The schools of Hamírpur and Fatehpur show only a slight increase in the percentage of passes, while in Cawnpore the percentage obtained is a falling off on that of the year preceding. This latter is to be attributed, in a measure, to more attention having this year been given by the Inspector to examination in geography by maps and history. These subjects had hitherto been somewhat neglected in the Cawnpore district for the more popular studies of Hindi reading and writing, and arithmetic. The marks therefore obtained this year in history and geography brought down the general percentage.

Primary Vernacular Schools, Allahabad district.

16. The primary schools of the Allahabad District were inspected in two circles, the tahsíls of Bara, Karchana, Mejá, Handia, and Phulpur being traversed in the first half of November, and the remaining tahsíls of Soráon, Cháil, Siráthu, and Manjhanpur from the 10th to the 26th December. The schools of the *Bara Tahsíl* were examined at the two centres of Bhita and Lálapur. The Lálapur school has fallen off in efficiency, the teacher, Salamat Ali, having grown careless from favourable notices of previous years. The Dhara school is doing fairly well, while those of Manjhiári and Manpur have been lately neglected by the teachers. The remaining schools of this tahsíl call for no remark. In the tahsíl of *Karchana*, the villages of Buramár and Balapur have fairly good schools, those at Panasa and Arail coming next in point of attendance and instruction. The Kháir school, however, is but a poor one, while that at Amrehá is one of the worst in the district. The people of Amreha show no wish to have a school, and the teacher, Maha Narain, is not likely to lessen its unpopularity. In the *Mejá Tahsíl*, the first school visited was that at Kunbrár on the Tons *nadi*. The school is disappointing, and the teacher, Sukhdeo, who has grown careless from past success, has been recommended for reduction. The Dohria school, under Jai Krishn, has made some improvement, but that at Pakri continues a miserable apology, and is probably neither required nor wanted. The Shiupura school is not doing well, owing to the lazy neglect of its teacher, while at Gosaura the classification of the school is good, but the boys are taught quite mechanically and by rote. Barwa, Paranipur, Maudá, Bharatganj, Nandihá, and Mahewa Kalár each has a school in a more or less satisfactory condition. In the *Handiá Tahsíl* eleven schools were examined. Of these the Purajurrai, Saidabad, Puranuán, Keolapur, and Bibipur schools showed progress. The remainder were less satisfactory. This tahsíl had been visited but little by the Deputy Inspector during the year, but on inquiry it appeared such absence was from circumstances beyond that officer's control. The best Primary School in the *Phulpur Tahsíl* is now that at Sikandra. The teacher, Yar Mubammad, who was degraded two years ago, has seemingly returned to ways of industry and he has been recommended for restoration to former pay. The Dhokri and Sarai Ghani schools have been badly taught. That at Bhanemau has been fairly

Bára Tahsíl, Primary.

Karchana Tahsíl, Primary.

Meja Tahsíl Primary.

Handiá Tahsíl, Primary.

Phulpur Tahsíl, Primary.

tried for years, but continues a failure. There is really no school in attendance and the money allowed for the teachership in this village is wasted. The schools of the *Soraon Tahsíl* were examined at Soraon itself and at Mansurabad. Of those collected at the first of these centres, the Maharonda, Mau, and Ismailganj schools were found in good order. The Malaka, Kalyanpur, Baladih, Holagarh, and Siwait schools were poorly instructed, but passable as ordinary village schools. The Ismailpur school is in a very bad state. Those at Maharudih and Mukundpur show nothing higher than a fifth class. At Mansurabad, the second centre of this tahsíl, the Fatehpur school was found by far the most efficient, that of Nawabganj being the second. The Mundara and Anapur schools have nothing but the lower primary classes and these are poorly taught. The former professes a fourth class, but the six boys presented knew nothing beyond the course for the fifth class. . Crossing the Ganges at the "Ramchaura" Ghat, the Inspector examined the schools of the *Chail Tahsíl* at Muratganj, Taláo Tiwári, and Sarai Aqil. At Muratganj, of the seven schools assembled, that of Charwa, with a full classification, was the best. The remainder are fair village schools with a fourth class for the highest, except in the case of Naraur, which continues very inefficient and unsatisfactory. Nine primary schools were examined at Taláo Tiwári, and among these are some of the best in the division. The Begam Sarai Kathowla, Chail, and Pawan schools all exhibit different degrees of efficiency. Second in classification and instruction are the schools of Gánja, Bihika, Pipalgaon, and Asrauli. The Barethi school alone presented a fifth class for the top: but the boys in it acquitted themselves with credit. At Sarai Aqil, eight schools were examined, of which those of Sarai Aqil itself, Tilhapur and Purkhas were fairly efficient. Of the remainder three presented each a fourth class for the top, and two only a fifth class. The instruction, however, was fair, so far as it went. Generally, the schools of the Chail tahsíl are the most satisfactory of the district of Allahabad. The schools of the *Sirathu Tahsíl* present an unpleasing contrast with those last mentioned. The Shahzadpur school is by far the best, and is the only really efficient primary school in that tahsíl. The remaining six are thinly and irregularly attended, and the instruction of the few boys presented consequently contemptible. The *Manjhanpur Tahsíl* has one very good primary school at Nára. That at Karári, as already noticed, has been constituted the tahsíli middle school, while that at Manjhanpur itself is now professedly a primary school, which virtually it had been all along. The Muihar and Asarha schools, in this tahsíl, are moderately efficient.

Soraon Tahsíl, Primary

Chail Tahsíl, Primary.

Sirathu Tahsíl, Primary.

Manjhanpur Tahsíl, Primary.

17. The inspection of the *primary schools of the Bánda district* was commenced in the Mau tahsíl, the examinations being held at Mau itself, with five schools, and at Rajapur with six schools, assembled. Of those at Mau, the Mandaur and Bamhuri schools had made considerable progress and the teachers have been brought to favourable notice. At Rajapur, the pargana branch school has improved, and Ram Ratan, the teacher, has been recommended for an increase of pay. The Khatwára and Chhibun schools are fairly good. That at Agraunda is poorly attended and feebly taught, while at Nandin, the teacher, Zabar Singh, who was awarded Rs. 4 last year as an encouragement to further effort, has done no work since, and the boys in the fifth and sixth classes are in a state of disgraceful neglect. The *Kamasin Tahsíl* primary schools examined, numbered in all 17, *viz.*, at Lohra 4, at Kamásin 7, and at Pahari 6, but these included two schools (Baberu and Putwan) of the neighbouring tahsíl of Baberu. The schools examined at Lohra have all improved, and are as efficient as may be fairly looked for in such an outlying locality, among people of primitive habits and modes of thought. The Baberu, Pachowan, and Musiwan schools, examined at Kamásin, were respectable in point of numbers, attendance and classification. The boys did fairly well. The Putwan and Bora schools are smaller and teach up to the fourth class only. The sixth class of the Bera school had been much neglected. The Kumerha seventh class was a failure. The new school at Jammu, presenting sixth and seventh classes only, is so far doing well the teacher, Mahipat Singh, being favourably mentioned by the Deputy Inspector. The Pahári school is now a good one, and those of Singhpur and Ranipur have improved, but the neighbouring schools of Nandi Taurá, Bachhran, and Parsaunjá have been sadly neglected. This is somewhat the fault of the Deputy and Sub-Deputy Inspectors, who have not visited them for many months together. The Parsaunjá school had not been inspected for a whole year, or until just before the Inspector's annual arrival. The seven primary schools of the *Karwi Tahsíl* were examined at Karwi itself. Those of Purwa, Anchwara, and Simaria were found satisfactory, and the teachers have been recommended for an increase of pay. The Tarohán school could not have been attended to by the teacher. Classes III, IV, V failed disgracefully. Muhammad Khan should have been dismissed long ago. The Sitápur school also did very badly, and Gulab Khan has been recommended for reduction. The appointment to the naib teachership of one Maheshwari Prasád has been a mistake. The man has no qualification for the work required. Rám Sahái of Bhouri has been recommended for reduction in pay.

Primary Vernacular schools, Bánda district.

Mau Tahsíl, Primary.

Kamasin Tahsíl, Primary.

Karwi tahsíl, Primary.

His fourth and fifth classes could not have been taught for a month scarcely. The Biur school is a wretchedly poor one, under Gauri Shankar, who was returned from the Normal School as a hopeless case. His reappointment to a school was ill-advised.

Badausa Tahsíl, Primary.

The next tahsíl inspected was that of *Badausa*, six schools being examined at the tahsíldari itself, and one school (Punahur) at Bisonda. This latter mentioned and that of Itarra are respectably efficient schools, and Lachhman Prasàd of Punahur has been brought to favourable notice. The Rauli, Mahtará, Mahota, and Khamaura schools are all very thinly attended, and nothing higher than a fourth class need be looked for nor perhaps required. Sabhapur is a new school comparatively. Its top class (fifth) did fairly well.

Baberu Tahsíl, Primary.

The *Baberu tahsíl* primary schools also were assembled at Bisonda in the Badáosa circle. Of these, the Baragáon school is by far the best, and is an efficient school. The teachers, Narain Din and Prayagi Lál, have both been recommended for reward. The school from Bhadedu had been pitiably neglected, and Bhairon Prasad has been reported accordingly. The Kurahi school, is equally bad. The teacher, Hamid-uddin, has been warned more than once, but all to no effect. It is high time that teacher be dismissed. In the Kyri school, the third and fourth classes fail. The fifth class does better. The teacher, Jaganath, is frequently absent and the school closed. An increase of pay allowed to this teacher, two years ago, would seem to have done the school no good.

Girwán or Siundha tahsíl, Primary.

The *Girwán or Siundha* tahsíl was examined at three centres—Khurhand, Sarha, and Bilgaon. . At Sarha were only two schools, that of the village of Sarha itself having greatly improved, and Umráo Singh the teacher, has been promoted. The second school, Nayagaon, had not been visited by the Inspector for two years. The third class again failed, and it is likely that Narbada Prasád is incompetent to teach higher than the subjects for the fourth class. At Kurhand 11 schools were examined. Those of Khurhand, and Risaura, and Jasar are very fair schools, and in the latter case the teacher has been recommended for an increase of pay. The Pangara school also does fairly well. The schools of Sihunda and Naseni are not in *bad* order, but considering the teachers draw higher rates of pay, the results of their work are disappointing. The school at Saunta is miserably small, and should not have been made over to Mannu Lál, whose certificates and attainments entitle him to larger and more advanced classes. The Mahna school, with *two* teachers, is in a very unsatisfactory state, and those of Gukhia, Chibaun, and Nasari are not thriving nor promising. Of the six schools assembled at Bilgaon, not one can be called efficient. Deo Saran Lál of Bilgaon has taught nothing, and has been reported accordingly for reduction. Rám Charan of Palhari has not proved worthy of the increase he was last year allowed ; in the Murwal School the top (third) class fails, as does also the sixth class. Of the Karbai school the teacher was last year promoted, but his work has not improved. The schools at Chinehra and Hataura are the veriest farces and should be broken up. In the latter case, the school is really a teachership for the benefit of the Muhammadan zamíndárs, with whose sons or relatives the teacher,

Pyláni Tahsíl, Primary

Sabib Ali, probably reads Persian, and teaching nothing of the school course. The schools of the tahsíl of *Pyláni* were examined at Paparenda. Those of Luktara, Palara, Paparenda, and Alauna were all found in good order. The teachers of these schools have all been brought to the favorable notice of the Local Board. The Mungus, Bhujrak, and Tindwári schools have suffered from the laziness or absence of the teachers, who have been reported for fine or reduction. Benda, Lamba, Semri, and Gugauli are cases of schools with incompe-

Banda (Sadar) Tahsíl, Primary

tent and unfit men placed in charge as teachers. In the Bánda or Hazur tahsíl were examined the Municipal Free schools of Khinni Náká, Katrá Náká and Aliganj, together with seven halqabandi village schools. The Aliganj Free School has chiefly through the appointment of worthless teachers, dwindled to nothing. Those of Khinni and Katra Náka are fairly prosperous and efficient. The halkabandi schools here assembled call for no special remarks. The second circle of primary schools in the Bánda tahsíl was called in to Mataond. Of these, the Bahera, Mawai, Kandeh and Ichauli schools are well taught, the top (third) class in each passing creditably. The last named is the least satisfactory.

18. *Primary Vernacular Schools, Hamírpur district.*—The first tahsíl inspected

Primary Vernacular Schools, Hamírpur district.

Mahoba tahsíl, Primary.

was that of Mahoba, the schools being examined at these centres—Kabrai, Mahoba, and Srinagar. The Kabrai school has already been noticed as a Middle Class School. The neighbouring ones are of Gondi and Sarha, the first of which has much improved and is now fairly efficient. The attendance in the Sarha school continues wretchedly small and irregular. Hopes of an efficient school at this village are very faint. At Mahoba the Supá and Paswárá schools were found fairly looked after, in that from Bilbai the attendance is miserable. The school from Chikara had made a fair beginning under a new teacher from the *Orai* district. Of those assembled at at Srinagar, the Ninaura and Sijhári schools were good ones. That at Pawán is simply in a disgraceful state so far as *instruction* is concerned. The Urwára school

Kulpahar Tahsíl, Primary.

should be broken up as hopeless. The *Kulpahar Tahsíl* was inspected at the centres of Kulpahar, Jeitpur, and Panwári.

At Kulpahar the Sungra and Aktohán schools showed some improvement, but the Gaurihári school has nothing beyond a fifth class. At Jeitpur, the town school has been properly cut down to the primary status. The top class (third) failed completely. The Mundhari and Ajner schools are small but not unsatisfactory. At Panwári were found three efficient primary schools—Panwári, Turra, and Killana. The Bendá school under a new teacher, Munawar Khán, Gauhand, has fallen away much in instruction. The Kankua, Nagara, and Bijaipur schools are not doing satisfactorily. The neglect of the teachers has been reported for punishment.

Ráth Tahsíl, Primary

The schools of the *Ráth Tahsíl* were all examined at the tahsíldári itself. They have generally improved as many as nine schools—Nauranga, Majgaonán, Khera, Salajit, Tolarawat, Islampur, Ráhuta, Gohánd, Aontá, and Itáliá, being found in a creditable and fairly efficient condition. Kolehandá alone is very small as yet, with a fairly good fifth class for the highest. The *Jalalpur Tahsíl* primary schools were examined at Muskurá, Jalalpur, and Benwar. Of the four schools at Muskura, that of the town itself is the best, and is efficient throughout. The Gaharauli and Amilia schools are also efficient; the Bihuni school is smaller and with a fourth class for the top. At Jalalpur also were found four primary schools in very passable and fairly efficient condition, *viz.*, Chandaut, Indarpurá, Kuprá, and Bajehta. At Benwár five schools were examined, two being found in good order, Benwar and Chhani. The Lodipur, Bhaskhari, and Sair schools are smaller and much less efficient. The primary schools of the *Maudha Tahsíl* are, as they have generally been, most unsatisfactory. Of six schools examined, *one* only, Sissolar, was at all passable. The *Hamírpur* or *Hazur Tahsíl* primary schools were collected at these centres, Sumerpur, Hamírpur, and Kurara. Of the four examined at Sumerpur, the Terhá and Pachkura schools were deplorably bad. The teachership for the latter village might fairly be withdrawn. Bidokhar and Jugohtá have moderately good schools, though neither could be ranked as fully efficient. The Hamírpur primary school has risen to efficiency and the neighbouring schools of Powtia and Bhaunty may be similarly classed. At Kurara, one school only—Misripur—is unworthy: the rest—Kurara, Patara, and Jhalokar—are all respectably efficient.

Jalalpur Tahsíl, Primary.

Maudhá Tahsíl, Primary.

Hamírpur (Sadar) Tahsíl, Primary.

19. *Primary Vernacular Schools, Cawnpore district.*—This district was entered at Ghátampur on the 8th February. Thirteen schools were examined in three days at this first centre. Of these, six gave satisfaction, *viz.*, Patára, Jahángirabad, Gujela, Parari, Rar, and Pasi Khera. The Itarra and Parás schools also, under Normal School teachers of the first grade, have much improved, and Ajudhia Prasád and Rám Sewak have been recommended for nor highly paid teacherships. The remainder call for no further notice. The *Bhognipur Tahsíl* Primary Schools were collected at Musanagar and Pakhrayan. The Musanagar school has improved during the year. I last recommended the third class in this school be cut away. This apparently led the teacher to give most of his time to this class, by way of ensuring its retention, to the neglect of the next below, for Manrakhan Lal's fourth class is now a failure. The other three schools examined at Musanagar showed poor results, especially that at Barauli which had been disgracefully neglected by the teacher Hari Ram. Of the 11 schools summoned to Pukhrayan for examination, there were but *three* really efficient, *viz.*, Amraodha, Rajpur, and Akorhi. That of Silhara failed in its third class, while the fourth also had been very insufficiently taught. The Gurgaon, Gauri, Karan, and Shahjahánpur schools were second rate primary schools, while the four remaining had been much neglected and were in a very unsatisfactory condition. The primary schools of the *Akbarpur Tahsíl* were examined at Akbarpur, with the exception of two (Raipur and Pirajor) which assembled at Lachendi. These two named, together with the Rura school, which had improved and was examined at Akbarpur, were the best schools in this tahsíl. Ranian had fallen off, and the Fatehpur school, though with nothing higher than a fourth class, had made sound progress. The four remaining schools of this tahsíl were inefficient both as regards instruction and classification. The centres for the *Derapur Tahsíl* were Derapur itself, where nine primary schools were inspected, and Mangalpur with six schools. Generally the schools examined at Derapur were this year inefficient and disappointing. Those of Galnapur and Rasdhan were the best, but even these were second rate. Most of the others, as Nandpur, Athama, and Saniapur, were disgracefully bad. In the way to Mangalpur, the girls' school at Khanpur was inspected *in situ*. The upper class (fifth) read and wrote to dictation fairly well. The remaining girls had been left to themselves. (The teacher of this school is a young woman who was educated in the Chhani (*Boys*) School in the Hamírpur district. For four years in succession, Gangabai stood first above all the boys of her class, and on passing the third class examination was brought by the Inspector to the notice of the President of the District Board, on whose recommendation she obtained employment by the Cawnpore District Board, being posted to the Khanpur school which she now conducts satisfactorily, the zamíndárs speaking well both of Gangabai's work and conduct). The best schools examined at Mangalpur were those of Kamalpur Mahoi, and Khanpur,

Primary Vernacular Schools, Cawnpore district.

Ghatampur Tahsíl, Primary.

Bhognipur Tahsíl, Primary.

Akbarpur Tahsíl, Primary.

Derapur Tahsíl, Primary.

though in the last case the third class failed. The Khameila school had improved, and the teacher, Din Dayál, has been recommended for an increase of pay. The Jinjak and Jesapur schools continue failures. The examination centres for the *Tahsil of Rasulabad* were the tahsildári itself and Kahánjari, though three of the schools inspected at the latter belonged to the Shiurajpur tahsil, in connexion with which they will be noticed. The Narkhurd school is the most efficient in the Rasulabad circle, Kishora and Bhara Mau following in order of excellence. Dharmupur and Rampur have merely lower primary schools, but the fifth class in each case is a good one. Shiu Sahái of Dharmupur, and Khewal Rám of Narkhurd have been recommended for favourable notice. Kahanjari, Banipara and Gujan were the three schools of this tahsil examined at Kahanjari, the remainder (Karom, Bannapur, and Kashipur) belonging, as before said, to the Shiurajpur tahsil. The Kahánjari school, as well as that of Banipara, are badly instructed and much neglected. Recommendations for the punishment by fines of the teachers have been made to the Local Board. The Gujan school is new, with a new teacher, and, as in most cases of schools lately opened, is yet doing well. The centres for the *Bilhor Tahsil* were Kakowán and Bilhor itself. The Dundwa school has already been mentioned with the middle schools. Of the others assembled at Kakowán, the only really efficient school is that of Aonhán, which is well attended and taught throughout. Both the teachers have been recommended for suitable recognition of their industry. The school at Kakowán itself is even in a worse condition than when last before inspected. The Nadiha, Utha, and Buchana schools affect third and fourth classes, but there is nothing real in attendance above the fifth. The school from Anéi showed some slight improvement, though the instruction of the fourth (top) class was not satisfactory. The schools assembled at Bilhor were generally better. Those with the full classification, and fairly instructed, were of Pura, Deoha, Makanpur, Bakothi, and Utari. The Nasarapur school, with a new teacher, Gauri Shankar, from the Normal School, is progressing though still backward. The same is the case with the Dhaurahra school, also under a new teacher, Bhajan Lál, from the Normal School. The primary schools of the *Shiurajpur Tahsil* were examined at the tahsildári, also at Chaubepur, Shiuli, and, as already mentioned at Kahanjari in the Rasulabad circle. Of those assembled at Shiurajpur itself, the Radhan school is the best, though the fourth class has been neglected to prepare a new third. The Bhansana and Bira Mau schools have been disgracefully neglected. The teacher of the latter has been recommended for dismissal. At Shiuli, the most efficient primary schools were those of Meitha, Hathikar, Byri Samai, and Lalpur. The school of Bhikar Naubasta is one of several instances in this district of schools being placed too near one another, within a mile or so. So many schools are not required and cannot all be provided with a sufficient number of boys to fill the classes. The Gahlon school (Tahsil Akbarpur) has a very weak fourth class for its highest. The fifth class is more real and passable. Of the schools examined at Chaubepur, two were middle schools. The best of the primary were of Mandhanan, Amiliha, Nigcha and Chaubepur itself. Those from Baghpur and Bansathi proved failures. The latter is clearly not required and might advisably be closed. The schools of this tahsil which were taken at Kahanjari were from Kashipur, Bannapur and Karom; in each of these the third class presented was a failure in the matter of *instruction*, and it is impossible to accept the teacher's registry of attendance. The fourth and fifth classes are probably real, more or less. The *Cawnpur* or *Jajmau* tahsil was examined at Bithur, Cawnpore Sachendi, and Ramaipur. Of the schools assembled at Bithur, the Ghanshyampur school was the only primary school, and it is not doing well. The situation of the school is unfavorable, and should be changed for Gabraha, from which most of the boys come. Of the schools at Sachandi, the only really efficient school of this tahsil (Raipur and Pirajor of Akbarpur having been already noticed) is that of Binaur. As remarked last year, the Sona Rampur school consists of a teacher, paid for the benefit of the zamindár. The Sachandi does no better as a primary school than it did when a pargana middle school. The people of Sachandi care nothing for the school apparently. The Bhaunti teacher presents boys clearly not in attendance, and the Siri Itarra school is very disappointing considering it has been since July under a new teacher, Tika Ram, with a first grade Normal School certificate. The Bhanpur and Dharmangadhpur schools have been neglected. The cases of the teachers have been represented with suitable recommendations. The Keindha school is a farce, and might well have been closed last year as recommended. The best school assembled at Ramaipur is that of Khirsa Bidhaun, which is a good school throughout. The Ramaipur and Kathara schools are very poorly taught in the upper classes (III, IV), and the Majhawa school is even worse; that of Dharahra is improving, but in Pipargaon, Khatarna and Sapai, the results could not be more unsatisfactory and contemptible. It would indeed appear that in this neighbourhood more schools have been attempted than the villages can supply material for. In Cawnpore the Municipal Free Schools are doing fairly well. The most efficient is the Mani Ram Baghia School. Gwaltoli and Sisa Mau have fair schools likewise. The Itawa Bazar school has been checked by changing the vernacular of the school from Urdu to Hindi and back again to Urdu. The best of the Halkabandi schools examined in Cawnpore

Rasulabad Tahsil, Primary

Bilhor Tahsil, Primary.

Shiurajpur Tahsil, Primary.

Cawnpore (Jajmau) Tahsil, Primary.

were those of Muswanpur and Rawatpur, the teachers of which have had their work brought to notice. Kakadeo is doing fairly well, but the Nawabganj Suburb school is a ludicrous farce, the boys (knowing nothing) being presented in red and pink livery. The teacher in charge, Girdhari Parshad, is of most feeble intellect, and his appointment to this school a decided oversight. The remaining tahsil of this district is that of *Narwal* which was examined at Maharajpur, Narwal, and Sarh.

Narwal Tahsil, Primary.

At the first of these centres, the schools of Sirsaul and Tilsahari were found improved and fairly efficient and the teachers were recommended for an acknowledgment of their efforts. In the Najafgarh school there is no class above the fifth worthy of the name. The Rúma school is an utter failure and should be closed, especially as a new school is to be started near at Kulgaon. Sikatia Purwa is passable, with a fourth class for the top : Mahuagaon is improving, Maholi shows but a few pupils and a standard up to the fifth class only. The Maharajpur school keeps in an unsatisfactory state. For some unexplained reason, the teachers will not remain here, and frequent transfers are attended with no progress of the classes. At Narwal the schools were generally unsatisfactory and disappointing. Those of Kundwa and Mandhana were the less inefficient, Pahalipur had been much neglected, and the Harchand Khera school has fallen to the fifth class as the highest. The late senior pupils are reported as having taken up *English* and Persian, under a teacher patronised by the zamindar. At Sarh the schools of Gopalpur, Kundauli, Birhar, Barhai, Birsinhpur, and Bihtarigaon presented the full number of clases, but generally the boys in the top class (third) failed. The attendance of these senior boys must be most irregular, if indeed they are not merely called in on occasions of inspection for appearance' sake. The last mentioned—Bihtarigaon—fails completely in both the third and fourth classes. The teacher, Ganga Vishan, has evaded the Inspector for some years, and has been drawing his pay and doing nothing for it. He has been brought to the notice of the Local Board, for some sufficient mark of disfavor.

20. *Primary Vernacular Schools, Fatehpur District.*—The tahsil first visited in this district was that of Kalyanpur, the primary schools of which were examined at Asapur and Juniha. The only efficient school is that at Deo Mai, the teacher of which has been rewarded for his industry. The Manhar school is passable, though the teaching in the top classes (III and IV) was very deficient. Of the six other schools, not one can be registered as even *fairly* efficient. The *Kara Jahanabad* tahsil was next inspected. The schools were assembled at Jahanabad and Khajúa. At the former of these centres, the Bargaon, Amauli, and Gaura schools were satisfactory and efficient. Masafa failed in its fourth class. The Chandpur school is very badly taught by Shiu Gobind. The Kora, Dabsaura and Mawai schools are very backward and badly attended. Of the seven schools examined at Khajua, not one was efficient or satisfactory. Khutta-Sijauli made some pretensions, but it was found the teacher had been preparing a third class of *two* boys only, for the Inspector's visit, while the fourth and fifth classes had been left to themselves and had learnt nothing. The Digharua, Sultangarh, and Deori schools are simply disgraceful. The teachers have been reported for punishment. The Bara school is a little less unsatisfactory. Those of Záfarabad and Mehraha have been lately placed under new men, outsiders from Muttra—introduced by the Deputy Inspector. That these and other similar appointments may be justified by improvement in the schools, is greatly to be hoped, though very doubtful. The *Ghazipur* tahsil was inspected at Bahua, Lalauli, Ghazipur and Sah. The best of the schools examined at the first centre was that of Mataur. The Kirti Khera school has no third class. The Chakas, Karan, and Sidhaon schools are a disgrace to the teachers. The last named has been ruined by Lakshmi Narayan, a first-grade N. S. certificate holder, and perhaps the most undeserving specimen of a *teacher* which the Normal School has turned out. He has been recommended for dismissal. At Lalauli the only school presenting a third class was that of Datauli and that the instruction was of the poorest order. An outsider from Agra has been placed in charge of this school. The Lalauli school has likewise been made over to a stranger from Farukhabad—one Muhammad Abdulla who had been employed in the Police and Customs Departments alternately, and who is evidently a wanderer, without desirable qualifications. The Kurra, Khanik, and Mohna schools are similarly inefficient with those above mentioned. The teacher of the Ghazipur school had lately been promoted on the recommendation of the Deputy Inspector, though at the Inspector's examinaton the boys of the third and fourth classes failed, with one exception only. The Birni school did very badly. The teacher, Mathura Prasad is most unpromising. At Sah, the Kisan school presented a third class of three pupils, but the fourth and fifth classes had apparently received *no* attention. Similar is the case of Churiana : a third class has been worked up for show, while there are only *two* boys in the fourth class, and *none* in the fifth or sixth. The Malaka school is very small, but is now improving a little under Brij Lal, who was last year fined for neglect. The *Fatehpur Tahsil* was inspected at Husenganj and Thariaon. Of the primary schools at the first centre, that of Bitaura was by far the most efficient.

Primary Vernacular Schools, Fatehpur district.

Kalyanpur Tahsil, Primary.

Kora Tahsil, Primary.

Ghazipur Tahsil, Primary.

Fatehpur (Sadar) Tahsil, Primary.

In the Jamraonau school the third class failed completely and the fourth badly. Narauli sent nothing but very weak sixth and fifth classes. The best schools at Thariaon were of Háthgaon and Savant or Sont. Minda Sarai has improved under Rám Kishan, who, with Raghu Nath of Sont, has been recommended for higher pay. The Sáthon school is well attended, but the instruction has not risen above the fourth class standard. The highest class at Haswa is a *sixth*, which, as well as the seventh or lowest, is filled with boys, yet they know nothing. There are two teachers, both of whom deserve dismissal. The schools of the *Khága tahsíl* were examined at Katoghan and at the tahsíldari. The Katoghan school is now a good one, the teacher's successful work has been brought to notice. The results obtained from the examination of the schools of Shahpur and Gaunti were unsatisfactory. The teacher, Khurshed Ali, of Gaunti, is mainfestly incompetent. Aerawan, Budhwan, and Jagjiwanpur have all been quite neglected. Two of the teachers have been punished by fine, and the third recommended for dismissal. With the Khaga schools, those of the *Khakrendu tahsíl* also were examined. The Khaga school when last visited was under a stranger from Oudh, who has disappeared. It is now made over to another stranger from Etáh, who has had no previous appointment. Brij Bihari Lál receives the higher grade of pay (Rs. 10). It is hoped he will prove worthy of the Deputy Inspector's confidence. The Khakrendu school is still under Kishori Lál, who was promoted last year on the Inspector's recommendation. His third class is but imperfectly taught, but the others below pass with credit. The Deputy Inspector does not report sufficiently favourably of this teacher's work to warrant any suggestion for further increase of pay as expected.

Khága Tahsíl, Primary.

Khakrendu Tahsíl, Primary.

Vernacular Primary Schools, Jaunpur District.—The first tahsíl visited was that of Machhlishahr, the examination centres of which were at Mongra Badsháhpur, Madhpur, Sujanganj, Baraipár, and Machhlishahr, the last named being visited twice. At the first centre not one school was found efficient. Writing and figures had received a certain amount of attention, but with other subjects, as maps and history, the boys showed no acquaintance. The teacher of the Harwara school brought a fifth class only of seven boys, five of whom were sons of zamindars, for whose advantage seemingly the teacher is paid. The school of Sujanganj, and the neighbouring ones of Raja Bazar, Kulhua, and Padri are more satifactory, though here also the subjects of writing and arithmetic are those alone receiving any sufficient attention. The Mustafabad school is improving. At Machhlishahr the branch school of the *lower* primary standard only is well and thoroughly taught, and continues a very successful feeder of the tahsili middle school. The Kunarpur and Parari schools are fairly good. The Mirganj school is in a wretched state; there is in reality no school, but merely a so called teacher receiving monthly pay for nothing. In the Nizám-ud-dinpur school the boys in the fifth (top) class read fluently, but can explain nothing. The Bhiunaur school is now to be tried as a school of the middle status, though the Inspector found the instruction of the senior classes not promising for the higher standard. The Teji Bazar school is in a very fair condition, but none other of the schools examined at the tahsíldari centre can be spoken of approvingly. The Pariat school is simply disgraceful, which is not to be wondered at, since the late Deputy Inspector had not visited it for more than a year back. At the Baraipár centre, the Sunahta and Baraipár schools did well: those of Salarpur and Ramnagar are not conducted with any industry, and the Kanhpur school (of the Mariahun tahsíl), under Sadho Singh, is an utter failure. The *Jaunpur* or *Huzur Tahsíl* was examined at Sikrara, Jaunpur, Jalalpur, Bakhsha, and Gaura Badsháhpur. At Sikrara some of the schools assembled belonged to the Mariahun tahsíl, and will be noticed hereafter. The remainder of the Huzur tahsíl were six in number. Of these, the more efficient were Fatehganj and Tahirpur. Khaprahá, Gulzarganj, and Mithepur do very well up to the fourth class. The Sarai Tiloki school fails disgracefully. In Jaunpur six free schools were examined. Unlike those of Cawnpore, they teach up to the standard of the fifth class only up to which the boys do very well in reading, writing to dictation, and simple arithmetic. The Halkabandi schools examined in Jaunpur were six in number, of which three did fairly well, *viz.*, Kajgaon, Amlo, and Gutwan. The Gopalganj school falls off in instruction, while those of Ram Dayalganj and Subaspur have the lower primary classes only. At Jalalpur, five schools were examined: of these Majgawan is much the best. Barágaon does fairly well, but Baqarábad, under a worthless teacher, Kanhai Singh, who should have been dismissed long ago as recommended, does very unsatisfactorily. The Jalalpur school continues a disgrace to the district, and as the teacher is being constanly changed, no one can be called to account for it. The schools examined at Bakshá, seven, of which those of Bakshá and Madhan, were fairly efficient. Chitauri failed in its third class, and Ladoka in its fourth. Haraku, Barpur and Chitauri have respectable schools up to the standard of class IV. The Tefa school is lower primary only. At Gaura Badshahpur, the good schools were not so few: Gopalganj, Muftiganj, Balamau, Pasura and Gaura Badshahpur, all have schools

Primary Vernacular schools, Jaunpur district.

Machhlishahr Tahsíl, Primary.

Jaunpur (Sadar) Tahsíl, Primary.

with good attendance and fair instruction. The three others are of the lower primary standard. The primary schools of the *Khuthán tahsíl* were examined at Khoja Sarai, Sarai Kheta, Shahganj and Khuthan. Of these, the group of four schools assembled at the first mentioned centre was lamentable in inefficiency and neglect. The boys were utterly ignorant of geography and the reading of the fifth classes could not well be worse. At Sarai Kheta, the Tigra school was found in just the same condition as in the year before—big boys, who could not have been in attendance—being presented as third and fourth classes. The Sarai Kheta school has improved, except in the lowest classes (VI, VII); but the Kalanpur school was but little less unsatisfactory than that of Tigrá. The primary schools at Shahganj were from Arghupur and Bara. With reference to the latter, the school log-book contains a *kayfiat* by the tahsíldar to the effect that the boys in the top two classes do not attend, and this was quite borne out by the results of the Inspector's examination. The Arghupur senior classes do badly, but the teacher has too many boys (48) to attend to. A Náib teacher is required. The schools at Khuthan gave more satisfaction. Those from Kwiripur, Ghanshyampur, Patela, Badlapur and Pilakeha were all fairly efficient. That of Chanbaha was disappointing, and the Gadha and Khuthan schools are in a disgraceful state. Patti Narindpur presented fourth and fifth classes only, but the boys passed fairly well. (The primary schools of the *Kerakat* tahsíl were not examined by the Inspector, whose time had been so much occupied at the five centres of the Huzur tahsíl). The schools of the *Mariáhun* tahsíl were collected at two centres, Mariahun and Sikrara. Of these, the Mokalpur and Singrá Mau schools are satisfactory and efficient. Shudnipur and Khurahir present each a very poor school of the lower order only.

Khuthán Tahsíl Primary.

Kerakat Tahsíl, Primary.

Mariahun Tahsíl Primary.

22. *Aided schools.*—The schools of this class which were first examined during the year under review were those of the *Cawnpore* S. P. G. Mission. Of these, the High School is increasing in numbers, and the class organisation and instruction, under the direction of the Head Master, are generally satisfactory and efficient.

Aided schools.

Cawnpore S. P. G. High School.

In the branch primary school at Rámganj also, the numbers have risen considerably, and the fee-income has grown in proportion. Though on the whole satisfactory, the instruction in the upper section is more pretentious than real, and suggestions have been made for cutting out from the routine those subjects which are not looked for in a school of this status.

Cawnpore S. P. G. primary.

The Girls' Orphanage School is not satisfactorily taught and classified. Suggestions for improving the instruction of these girls have been asked for and made. The inefficiency of this school is not so much the fault of the Superintendent perhaps as of the *system* of the Society—by which for the management and supervision of a school like this for native girls of a low order of intellect, a Superintendent or Principal is sent direct from England, with no knowledge of the vernaculars to be taught, nor any practical acquaintance with the habits and customs and requirements of the country. In *Jaunpur*, the C. M. S. High School shows some improvement in the teaching of the upper section, in which, however, the numbers continue small. The third class (Middle School) is larger, and a middle *vernacular* class, in addition, has lately been started. About half of the school, 100 children is found in the lowest class, and the school is *mainly* a *primary* school. It would be well if this school were to limit itself to the primary and middle standards. *Two* high schools in Jaunpur are certainly not called for, and it might be considered desirable to continue the grant-in-aid to the Mission School on the condition that it confined its efforts to improvement and success as a school of the primary and middle class status.

Cawnpore S. P. G. Girls' Orphanage.

Jaunpur C. M. S. High. school.

In *Karwi*, the Aided Subscription Anglo-Vernacular School works quietly and usefully, and is fairly efficient considering the very low rates of pay afforded to the teachers. Local contributions might deservedly be increased. The Head Master works with little encouragement, and the stipend received by his assistant teachers are more like rates for menial servants. In *Allahabad*, the Colonelganj Subscription School is not in a satisfactory state as regards classification and instruction. The weakness of the school results from its pretentiousness. With insufficient funds and a consequent ever changing of masters, the school aims at the middle class status, which requires steady constant labor by efficient teachers. This the school cannot provide. With regard to attendance and instruction, the so-called middle school section is very unreal. For the late Departmental Examination, the school sent up a large number of hopeless cases rejected, after fair trial, by other schools. This is not the way for the school to constitute itself a middle school, and the action of the managers (as mentioned in the Inspection remarks annexed) in this matter is to be regretted. The discipline and manner observable in the Colonelganj School are not less unsatisfactory than are the tuitional results. Now that the Government High School will cut off its lower classes, a certain proportion of the junior pupils will find its way to the Colonelganj School, and the grant-in-aid might be continued only on the condition of its

Karwi A.-V. Subscription Middle School.

Allahabad, Colonelganj.

attempting nothing higher than a full and efficient primary school. The Kattra A. P. M. Primary School is also very inefficient. In the Anglo-Vernacular School, slow and sound instruction is sacrificed to appearance in classification. In the vernacular sections the boys are taught sluggishly, and without system. The A. P. M. High School at the Jumna bridge has improved under a new and apparently successful Head Master. The Calcutta University Entrance Class is much more efficient and promising than that of the year previous. The third class was very judiciously weeded of all the plainly impossible cases for the Departmental Middle Class Examination. The primary classes of this high school will be inspected in July next. The Muirabad St. Peter's Parish Schools have improved, so far as the Boys' School is concerned. The standard of instruction has been raised or the subjects of studies extended, with the view of meeting the requirements of the Departmental Middle Class Examination This, though not altogether to be discouraged, is perhaps hardly necessary or desirable. A really efficient primary school is all that should be looked for in institutions of this character, and much more commendable than an unsuccessful attempt at a middle school made not infrequently to gratify the wishes or ambition of the head teacher, rather than with a view to real requirements. With reference to the late public middle class examination, the action of the Head Master of this school was similar to that of the Colonelganj School manager, and equally objectionable. In the Girls' School arithmetic is taught, not usefully on the *English* method. English tables, weights, and measures, &c., being used instead of the Indian in the *vernacular*; and in this and in the Boys' School also there is far too much division and sub-division into section or classes. The number of teachers does not admit of such nice classification, while the very few children in the upper forms look ridiculous when thus so uselessly arranged as separate classes.

Allahabad Kutra A. P. M. Primary.

Allahabad (Jumna Bridge), A. P. M., High School.

Allahabad St. Peter's Parish (Muirabad).

Inspection remarks on aided Schools.

25. With reference to anglo-vernacular education generally in this division, it may be remarked that, while the number of pupils with amount of fee-income, in the case of almost every school, has so largely increased, while the teachnig staff and class accommodation have received no proportionate corresponding additions, the tuitional results obtained and the degree of general school efficiency are satisfactory and creditable.

Progress of Anglo-Vernacular Schools.

26. In vernacular education considerable progress has been made, while much more remains to be effected. Remarks on the means to be adopted to secure further general improvement and efficiency have been lately made, and need not be here further referred to.

Progress in Vernacular Education.

Benares Division.

Report by K. Deighton, Esq., B.A., *Inspector of Schools.*

My inspection of the Benares Division was made at some disadvantage on account of the rapidity with which I was obliged to march, and also on account of my imperfect knowledge of the vernacular chiefly in use there. Moreover, as I had never seen the division before, and had not for so long a period had any experience of an Inspector's duties, I was incapable of making comparison between this and former years, while the system of administration mainly through Local Boards was something entirely new to me. I have therefore, as a rule, abstained from remarks upon general matters, confining myself almost wholly to a report upon the condition of the different classes of schools inspected. I may, however, say that looking back to the time when I last held a similar appointment, now nearly twenty years ago, I was considerably struck with the improvement which had taken place during the interval, both in method and thoroughness of teaching.

2. Of the seven Districts of the Division, the three which are in the most satisfactory condition are those of Azamgarh, Ballia, and Gházipur. Next to these come Basti and Gorakhpur, with Mirzápur and Benares last. This relative position corresponds closely with the character and ability of the several Deputy Inspectors of the districts. Those officers in the first three impressed me as being thoroughly up to their work, and as performing it with much energy and skill. Nor have I any fault to find with the other four Deputy Inspectors so far as industry is concerned. But Pandit Kishor Chand of Mirzapur needs considerable experience before he will make a good examining officer, while Munshi Mahádeva Prasad of Benares is wanting in firmness of character and control over his subordinates. Of the Sub-Deputy Inspectors by far the best are (first) Babu Manohar Das of Azámgarh, and (next) Pandit Ajudhya Prasad of Basti. Both of these officers are in every way well fitted for charge of a district.

(*a.*)—*High Schools.*

Of this class there is in the Benares Division only one directly under Government, *viz.*, the Zila School Mirzapur. This school keeps up its numbers and the amount realized in fees. There were present at my examination three hundred and fifty-three

boys out of four hundred and thirteen, and of these one hundred and seventy-four were in the English department. In all externals this department is in excellent order, the discipline seemed good, and I was pleased with the manners of the boys. And except that the 2nd class failed badly in their history, I was satisfied with my examination.

5. *The London Missian School, Benares.*—The total number of pupils in this institution is four hundred and forty-three, of whom one hundred and thirty-two are in the upper department, and three hundred and twelve in the lower.

Average attendance during the past year—four hundred and thirty-nine. The College Department, which now educates up to the B. A. standard, contains sixteen students. Of sixteen candidates at last year's Entrance examination six passed, and the six candidates at the F. A. examination were all successful. The 2nd class did pretty well in English, poorly in History and Euclid, fairly in Algebra. With the rest of the classes I was quite satisfied, some of them doing very well indeed. Everything about the school is in excellent order, the boys were well-mannered, and the discipline seemed good.

Jái Narâyan's School, Benares.—The total number of pupils on the rolls in the two departments of this school is five hundred and eighty-three, of whom five hundred and five were present at my examination, one hundred and seventy-three out of one hundred and ninety-six in the English, and three hundred and thirty-two out of three hundred and eighty-seven in the Oriental and Vernacular Department. Of four candidates who went up for the Entrance Examination last year, two were successful; in the Middle Class Anglo-Vernacular, three out of twelve; in the Panjáb University Sanskrit Examination, one out of four, he being at the head of the whole list.

The five students now reading for the Entrance Examination of the present year passed a very satisfactory examination before me in English, History and Algebra. The 2nd class did not do so well in English. In mathematics and their vernacular subjects they are fairly well up. The 3rd, 4th, 5th, and 6th classes were quite up to the average in most of their subjects, history and geography being those in which their examination was least satisfactory. The report of my Deputy Inspector on the Oriental and Vernacular Department shows, on the whole, a fair result. It is worthy of notice that, whereas last year the total number on the rolls was only five hundred and two, it has now risen to five hundred and eighty-three: the average daily attendance during the past year was four hundred and seventeen.

Mission School, Mirzapur.—Of three hundred and fifty-six boys on the rolls of this school, three hundred and eight were present at my inspection. Everything about the school seemed to me orderly, and the boys were well-mannered. The 1st class pleased me by the way in which they read English, and their explanation of passages was good. The algebra they did very respectably. The 2nd class were weak in history and they did not pass so well in English as the 1st class. There is a good deal to be said in excuse of this, for they have not been long at their course; and the book is one which, in my opinion, ought never to have been set for the Entrance Examination. I am quite sure that even B. A. candidates would find it extremely difficult. The 3rd and 4th classes appeared to me to be very fairly up to their standard. Since the school was inspected by my predecessor, a new Principal has been appointed, and so far as I can judge from last year's report, it seems to me that he has considerably improved the general condition of the classes. The numbers also have largely increased.

Mission School, Gorakhpur.—I cannot say that I was altogether satisfied by my examination of this school. In no subject did the 2nd class do well, and in some they did very poorly. The 3rd, 4th, 5th, and 6th classes were better: reading, explanation, and dictation generally good, Arithmetic fair, History and Geography weak throughout.

Mission School, Azamgarh.—The number of boys in this school has increased by seventy-six since last year, and there are now ten boys in the Entrance class. The 2nd class, owing to last year's comparative failure in the Middle Class Anglo-Vernacular Examination, contains only four boys and I cannot say that they passed a good examination before me. In Euclid and Algebra they were especially weak and they did not know their history as well as I should have expected. The lower classes seemed somewhat better prepared, but even in these more attention is required in several subjects.

Mission School, Ghâzipur.—I examined this school in December, but owing to certain changes in the staff, which seemed to have interfered with the working of the school, I thought it would be fairer to visit it again later on, and defer my remarks till then. My transfer to Bareilly prevented me from doing this, but I quote the remarks of my successor who examined the school in April:—"I examined the school and was quite satisfied with the results. There are nine classes in the English department, two in Persian and one in Hindi, making an aggregate of three hundred and one students. As the entrance class students have gone up for the University examination at Benares, I began my examination with the 2nd class and examined all other classes with the exception of the 3rd class, which

consists of middle class students. The pronunciation of the students is generally good and their explanations very fair. I found some of the 2nd class boys weak in Euclid, but in all other subjects they are very good. I find that the 6th class is exceptionally good in English and arithmetic, and reflects great credit on its teacher. The greater number of students of this school have taken up Persian as their 2nd language, and, generally speaking, they are very good in this subject In my opinion the school is doing very good work, and the Head Master and his staff have certainly been successful in their work. The general management and the discipline of the school are very good. The two Persian classes contain about forty boys and they are efficiently taught. The Hindi class of twenty-nine students contains some very clever students. The attendance of the school is very good."

Ballia Aided Anglo-Vernacular School.—In many respects great credit is due to the Head Master for the state of this school. Its numbers have greatly increased since he first took charge of it, and he has been very successful in raising so respectable an income from fees. As regards the condition of the classes, I was somewhat disappointed and I doubt whether too much has not been attempted. An entrance class is a very good thing to have in a school, but I question the advisability of having started one here so soon, and I am not sure that the teaching staff is competent to the work The 1st and 2nd classes certainly did not satisfy me in their English subjects, and I do not think that any of the candidates are likely to pass at the next Entrance examination. Their oral explanations were very poor, and they knew but very little of their history, whether Indian or English. The pronunciation of English in the higher classes needs very great attention. The lower classes seemed better than the higher, but I notice that in the 3rd class the English reading book is much too easy for boys who, on promotion, will have to read such works as Washington Irving's Sketch Book. The vernacular part of the examination, conducted by the Deputy Inspector, was on the whole satisfactory. I was pleased to find that there are two boarding houses capable of housing more than thirty boys; but the school house is altogether insufficient in accommodation for the large number of boys on the rolls.

Ghazipur Victoria Aided Anglo-Vernacular School—I examined most of the classes in two or three subjects, and on the whole was satisfied. The lower classes seemed better than the higher ones, or at least more ready in answering questions. The English reading book of the 2nd class seemed quite beyond them, and I cannot understand such a book as "Irving's Sketch Book" being prescribed by the University for its Entrance Examination. But I think promotions have been made too early in the 1st and 2nd classes, and for that reason anticipate a good many failures at the next University examination. The Deputy Inspector was fairly satisfied with the classes he examined in Oriental subjects.

Benares Bengali Tola School.—Of two hundred and sixty-one boys on the rolls two hundred and nineteen were present at my examination. The average daily attendance for the past year was one hundred and ninety-two. The Government grant is Rs. 116. The Municipality gives Rs. 33, subscriptions bring in Rs. 50, and fees Rs 110. One boy only appeared at the Entrance examination last year, and he failed. At the Anglo-Vernacular Examination, three out of six passed. The boys were generally well behaved and neatly dressed. In the 2nd class the English was decidedly weak, and the history not much better. In mathematics they did very respectably. The 3rd class was better throughout, many subjects being well done and the rest fairly. In English, grammar, arithmetic, and vernacular subjects the 4th class passed a very fair examination, in history a good one. The 5th class did very fairly in English, grammar, history, and geography, and fairly in arithmetic and the vernacular subjects.

(*b*).—*Secondary English Middle Schools.*

Ghazipur Chashma-i-Rahmat.—I examined the four first classes of this school's English department. The reading of the 3rd class was fair, their explanations moderately good. Two of the boys seemed to know their Euclid, but none of them could work out the questions given them in simple equations. Of the other classes I cannot say much in praise. Their pronunciation of English was very bad, and they were not very successful in their Arithmetic.

Basti Aided Mission School.—This school was closed when I was in camp. append the remarks of my successor Pandit Lakhsmi Sankar Misra :—

"I inspected the Church Mission School. There were two hundred and eleven students on the rolls, and ten teachers instruct them in different subjects. The school teaches up to the Anglo-Vernacular Middle Class Examination, and seems to be well managed. I examined all the classes in almost every subject, and found them generally good in English. The 5th class is rather weak in this subject. The school is bad in mathematics, and it is very necessary that greater attention should be paid to this subject. The boys of the 2nd class know very little of algebra, and those of the lower classes are very weak in arithmetic. In one of the classes only one boy could obtain a correct answer to an ordinary question in arithmetic. The school passed a creditable examination in Urdu and Hindi. In the 3rd class, however, some boys cannot read Urdu properly. In the Hindi department some boys are preparing for the Middle Class Vernacular Examination, but they are weak in arithmetic. I hear

that an attempt is being made to raise the status of the school by local subscriptions, and I hope it will succeed. I think the school is a useful institution and deserves encouragement."

Bánsi Anglo-Vernacular School, Basti District.—This school is, I think, a mistake. The English classes have read very little and understand less. Their pronunciation was very bad. It would, in my opinion, be better that this school should be amalgamated with the tahsíli school.

Gyánpur, Mirzapur District.—This school, which educates up to the Anglo-Vernacular Middle Class Examination, receives only Rs. 20 from Government. This grant might, I think, be increased. The income is Rs. 50 from the Mahárájá of Benares, and about Rs. 15 from fees. Three boys, all of whom were successful, went up for last year's Middle Class Anglo-Vernacular Examination, and I was pleased, on the whole, with the classes I examined. Besides its Anglo-Vernacular classes it has an Oriental department.

7.—PRIMARY SCHOOLS.

(*a*) *English.*—Of these there are none purely primary, though all the aided secondary schools have primary classes, and their condition has been noticed in my remarks above given.

(*b*) *Vernacular.*—Those examined by me were all Halqábandi schools. Of this class I inspected twenty-seven in the Azamgarh district, forty-one in Benares, seventeen in Ballia, eight in Basti, nineteen in Gorakhpur, ten in Gházipur, and twenty-two in Mirzapur. Total one hundred and forty-four. Upon each school individually it is unnecessary to quote the remarks made by me at the time of examination and afterwards forwarded to the Presidents of the different District Boards. On the whole, I was very fairly satisfied, and though in some of the districts the number of schools might be increased, I do not think that we can expect any great improvement in their condition.

8.—PRIVATE SCHOOLS.

(*a*) *Unaided English Schools.*

(1) *Cooch Behar School, Benares.*—Of one hundred and thirty-four boys on the rolls, one hundred and fifteen were present at my inspection. In the 2nd class one or two boys did moderately well in English, the rest poorly. In history and grammar they were very bad, in algebra good, in their vernacular subjects fair. The 3rd class was better throughout, except in arithmetic. The English of the 4th class was fairly good, and of their vernacular subjects the same may be said, but in all other subjects they did but poorly. Except in history and geography, the fifth class showed much better. At the last Entrance Examination two candidates out of six were successful; in the Middle Class Anglo-Vernacular, one out of three.

(2) *Deoria School Gorakhpur District.*—This school, which educates up to the 5th class standard of Anglo-Vernacular schools, was in fairly good order, but I greatly doubt the use of such schools in places as small as Deoria. These last a year or two and then die out. A good pargana school would be more useful.

(*b*) *Indigenous Schools.*

Of the schools of this class seen by me, two only were, in my opinion, worthy of being aided by a grant. These are a Sanskrit Pathshala at Rasra in the Ballia district, and an Arabic and Persian school at Khalilabad in the Basti district. The former of these seemed especially good in every respect. The students, nearly all Brahmans of the better class, were intelligent and well-mannered, they had read a good deal of Sanskrit, and many came from a considerable distance to attend the school. The Khalilabad school was poorer and less advanced; but I think that a small monthly grant might be usefully given.

Extracts from Report by PANDIT LAKSHMI SANKAR MISRA, M.A., *Offg Inspector of Schools.*

The following statement shows the cost of inspection :—

	Number.	Cost.	Total.
		Rs. a. p.	Rs. a. p.
Inspection.			
Inspector	1	10,043 6 10	
Deputy Inspector	7	6,840 15 5	
Sub-Deputy Inspector	7	3,415 15 5	20,300 5 8
Establishment.			
Clerks	2	840 0 0	
Munshis	1	360 0 0	
Moharrirs	9	1,218 6 4	
Servants	10	610 8 0	3,028 14 4
Contingencies.			
Travelling allowance to officers		388 9 0	
Ditto to establishment ...		3,393 2 6	
Postage		239 12 0	
Stationery		151 15 9	
Contingencies		602 7 10	
Prize and reward		123 14 6	
Office rent		360 0 0	5,259 13 7
Total ...	...	...	28,589 1 7

Inspection by District Inspectors.

	No. of miles travelled.		No. of days travelled.		No. of schools inspected	
	Deputy Inspector.	Sub-Deputy Inspector.	Deputy Inspector.	Sub-Deputy Inspector.	Deputy Inspector.	Sub-Deputy Inspector.
Azamgarh ... ... —	1,600	1,457	175	196	252	292
Mirzapur	2,311	1,772	193	203	264	247
Basti	2,350	2,572	171	222	273	285
Gházipur	2,196	2,373	239	268	248	395
Gorakhpur	1,259	1,479	133	183	172	273
Ballia	1,246	1,434	129	170	179	224
Benares	727	2,131	77	196	88	100

Normal Schools.

There are two normal schools at Benares, one for men (Government) and the other for women (aided). The former is under the charge of Pandit Siva Ram Sastri. The number of pupil teachers in the school was 46; out of these 40 were paid from the normal school establishment and six from the halqabandi funds of Azamgarh and Gorakhpur. Twenty-eight students appeared for the 1st grade certificate examination of whom 23 were fully successful, and the rest obtained 2nd grade certificates. There were 18 candidates for the 2nd grade certificate, out of which 12 passed. The generality of the students took up Hindi.

The aided normal school for mistresses is under the Rev. Mr. Wright. There are six classes in the school, and English is taught in all of them. The pronunciation of the girls is very good, and some of them can talk English very fairly. The standard of teaching is rather high, but very satisfactory instruction is given to the different classes. The general management and the discipline of the school are excellent. The school turns out teachers for the Zenana Mission work and girls' schools under Missionaries.

Girls' Schools.

There are 16 Government and 25 aided girls' schools in this division. Last year the number of Government schools was 17. Female education makes but slow progress in this division. I inspected the Mission schools at Gorakhpur and Basháratpur and was satisfied with them. On the day of my inspection 91 girls were present in the Gorakhpur school. Some of the girls read English, but the generality read the Roman character, and Hindí and Urdú. The girls are good in reading and geography and they understand what they read. The general management of the schools is excellent.

Benares.—There are three Government schools—one in the city and two in the mufassil. The total number of girls in these schools is 49. It appears that the schools are not doing well. There are many aided girls' schools in Benares, under the management of the Missionaries, many of which I have inspected. One of the London Mission schools, situated in the Mission compound, contains about 50 girls. The girls of the highest class read Hindi very well and know a little arithmetic also. The school at Bhadaini is the best of the London Mission schools. Some of the girls of this school appear to be of respectable family, and the school contains two very intelligent and clever girls. The school at Khojwá is also prospering, but the schools at Sivapore and Diná Nath's Gate are not doing well. Mrs. Hewlett takes great interest in these schools and manages them carefully. There are two Church Mission schools in the city very near each other. On the day of my inspection above 100 girls were present in the school at Chetganj. There are seven classes in the school. The girls of the last two classes read the alphabet only and these classes contain 93 girls, *i.e.*, more than half the total number on the rolls. There are seven mistresses and one superintendent, their aggregate pay amounting to about Rs. 50, but I was surprised to hear that two of them get only Re. 1 each. In the Shekh Salam school the number of girls on the rolls was 170. In this school also there are about 100 girls (some of them hardly old enough to have any idea of reading) who read the alphabet only. There are nine mistresses and one supervisor in the school, their pay amounting to about Rs. 60. In both the schools the books taught are almost entirely religious works, but the girls of the higher classes can read Hindi pretty well and their dictation is also satisfactory. In these schools (Church Mission) girls are paid for coming to school and there is a regular system of payment to the women who bring the girls to read. A system like this will certainly show a large number of girls on the rolls, but to me it appears to be a very unsatisfactory method. These two schools obtain a handsome grant of Rs. 100 per month from the Government, and it is a matter worth consideration whether the sum is usefully employed. There is also an orphan school at Sigra which acts as a feeder to the female normal school. The girls of this school read and write Urdu and Hindi pretty well. There is an unaided girls' school maintained by His Highness the Mahárája of Vijianagram which is said to be in a very flourishing state.

Employment of Students.

The following table shows the details of the students employed during the year 1884-85 :—

Districts.	Number of students.	Pay varying from Rs.	Remarks.
		Rs. Rs.	
Benares	21	5 to 15	All in other departments.
Mirzapur	14	5 to 30	Eleven in educational department and three in other departments.
Ballia	15	5 to 15	One in educational department and 14 in other departments.
Basti	17	2 to 6-8	Four in educational department and 13 in other departments.
Gorakhpur	15	8 to 10	Eight in educational department and seven in other departments.
Azamgarh	14	5 to 15	Nine in educational department and five in other departments.
Ghâzipur	11	4 to 30	Two in educational department and nine in other departments.
Mirzapur zila school ...	3	15 each.	One in educational department and two in other departments.
Gorakhpur ditto ...	2	10 "	Both in settlement department.

Books Sold.

The following table shows the number and value of the school books sold by the Deputy Inspectors :—

Districts.	Books sold.		Remarks.
	Number of books.	Price of books.	
		Rs. a. p.	
Benares	...	...	
Ghâzipur	1,486	251 9 6	...
Ballia	9,147	1,316 7 0	...
Basti	6,849	1,109 8 0	...
Gorakhpur	...	...	Not received.
Azamgarh	14,020	2,154 8 3	...
Mirzapur	3,320	610 9 0	...
Mirzapur zila school	...	...	...
Gorakhpur ditto	...	...	...

INDUSTRIAL SCHOOLS

The school at Gorakhpur is under the management of the Rev. Mr. Stern. One portion of the school is situated in the mission compound and another portion in a village called Basháratpur which is chiefly inhabited by Native Christians. That portion of the school which is in the mission compound contains four separate departments, *viz.*, weaving, shoe-making, tailoring, and baking. In the weaving line the students manufacture blankets which appear to be superior to the bazár articles. I was informed that the teacher of the art of weaving is a trained man who has learnt the business in this very school. I saw a number of boys making shoes and boots which looked strong. I was told that one of the boys has set up a shop in the city and opened a business of his own. The shoes made by the boys are sold, and the little profit obtained is spent on the school. Two boys were engaged in making loaves which are bought by the residents of the station. Some boys learn sewing but the work done in this line seem to be of very ordinary type. Each of the four departments has a trained instructor, and there are two supervisors for general management. The boys of the school are not required to pay any fee and are supported by the mission. To make the school useful to the general community it is necessary that it should be open to boys of every caste and creed and should not be confined as at present to Native Christians and orphans. I found 16 boys in that portion of the Industrial School which is in the mission compound. There is also a girls' department in which 16 girls learn sewing and knitting and fancy work and embroidery under the superintendence of Miss Stern. The girls seem to be very clever at their work. I saw them working and inspected some of the fancy works done by them and was satisfied with what I saw. The agricultural establishment of the Industrial School is at Basháratpur. There are about 40 boys on the farm. They are employed in different branches of agricultural pursuit. After learning the agricultural business, they settle as cultivators on the mission grounds and work for themselves. In their leisure hours these boys make baskets and other rough but useful things. They also read for about two hours daily and are kept under the supervision of two men.

In the Industrial School at Benares, all the girls of the female normal school learn needle work. I inspected a large number of specimens of their work and I think they were creditable productions. I saw the girls at their work and found them interested in what they were learning. About 100 girls learn needle work in the school and are properly taught and supervised.

JHANSI DIVISION.

Report by MUNSHI SOHAN LAL, *Inspector of Schools.*

General summary and statistics of schools.

6. The following comprehensive statement comprises the statistics of the number, attendance, and examination results of all kinds and classes of schools for the year, and compares them with the figures for the past :—

Description of Schools.	1883-84. Schools. On 31st March.	1883-84. Schools. At the time of the Inspector's annual examination.	1883-84. Scholars. On 31st March.	1883-84. Scholars. Roll at the time of the Inspector's annual examination.	1883-84. Scholars. Present at the examination.	1884-85. Schools. On 31st March.	1884-85. Schools. At the time of the Inspector's annual examination.	1884-85. Scholars. On 31st March.	1884-85. Scholars. Roll at the time of the Inspector's annual examination.	1884-85. Scholars. Present at the examination.	Increase or decrease. Schools. On 31st March.	Increase or decrease. Schools. At the time of the Inspector's annual examination.	Increase or decrease. Scholars. On 31st March.	Increase or decrease. Scholars. Roll at the time of the Inspector's annual examination.	Increase or decrease. Scholars. Present at the examination.	No. of boys passed. 1883-84. Middle class examination. I.G.	II.G.	III.G.	Upper primary examination.	Lower primary examination.	No. of boys passed. 1884-85. Middle class examination. I.G.	II.G.	III.G.	Upper primary examination.	Lower primary examination.
I.—Secondary—																									
(a) *Anglo-Vernacular.*																									
1. Zila (inferior), Jalaun (Kalpi) ...	1	1	82	80	57	1	1	87	58	72	...	...	+5	+8	+15	1	1	0	1	3		...		2	2
Jhánsi ...	1	1	106	98	89	1	1	124	117	106	...	...	+18	+19	+17	1	1	0	3	4		...		2	3
Lalitpur ...	1	1	88	77	65	1	1	117	107	95	...	...	+29	+30	+30	0	2	0	...	3		...		1	...
Total ...	3	3	276	255	211	3	3	328	312	273	...	...	+52	+57	+62	2	4	0	4	10		...		5	5
2. Municipal ... Orai ...	1	1	60	48	42	1	1	73	68	56	...	...	+13	+20	+14		...		...	2		...		1	2
Kúnch ...	1	1	44	44	29	1	1	38	38	26	...	...	−6	−6	−3		...		...	1		...		...	...
Total ...	2	2	104	92	71	2	2	111	106	82	...	...	+7	+14	+11		...		...	3		...		1	2
3. Aided—Jhánsi city subscription ...	...	...	...	...	...	1	...	55	...	...	+1	...	+55	...	...		...		...	...		...		...	...
Total, Anglo-Vernacular ...	5	5	380	347	282	6	5	494	418	355	+1	...	+144	+71	+73	2	4	0	4	13		...		6	7
(b) *Vernacular.*																									
1. Tahsili pargana ... Jalaun ...	5	5	342	326	300	5	5	365	332	305	...	...	+23	+6	+5	4	3	0	8	18	0	7	4	5	24
Jhánsi ...	5	5	361	348	331	4	4	309	279	271	−1	−1	−52	−69	−60	0	4	1	4	21	0	2	3	2	21
Lalitpur ...	2	2	161	148	141	2	2	185	188	181	...	...	+24	+40	+40	0	3	0	...	11	0	2	0	2	11
Total ...	12	12	864	822	772	11	11	859	799	757	−1	−1	−5	−23	−15	4	10	1	12	50	0	11	7	9	56
2. Higher class, halqabandi. Jalaun ...	4	4	169	15[illegible]	137	4	4	156	156	141		...	−13	−1	+4	1	0	0	2	14	0	1	1	3	9
Jhánsi ...	...	...	...	...	...	1	1	65	53	48	+1	+1	+65	+53	+48		...		...	...		...		...	1
Lalitpur ...	1	1	60	60	56	1	1	62	60	59	...	...	+2	...	+3	0	1	0	...	2		...		...	1
Total ...	5	5	229	217	193	6	6	283	269	248	+1	+1	+54	+52	+55	1	1	0	2	16	0	1	1	3	11
Total, Vernacular ...	17	17	1,093	1,039	1,065	17	17	1,142	1,068	1,005	...	...	+49	+29	+40	5	11	1	14	66	0	12	8	12	67
Total, Secondary Anglo-Vernacular and Vernacular.	22	22	1,473	1,386	1,247	23	22	1,636	1,486	1,360	+1	...	+163	+100	+113	7	15	1	18	79		...		18	74

II.—Primary (Vernacular)—																								
1. Lower class halqabandi (boys'). — Jalaun ...	67	67	1,770	1,684	1,496	67	67	1,682	1,644	1,484	...	...	−88	−40	−12	...	8	107	...	10	119
Jhánsi — Tahsíli and pargana.	1	1	63	63	57	2	2	140	149	138	+1	+1	+77	+86	+81	...	...	1	...	...	6
Jhánsi — Halqabandi,	46	46	1,328	1,272	1,152	45	45	1,390	1,187	1,082	−1	−1	+2	−85	−70	...	4	62	...	6	62
Lalitpur ...	21	21	604	597	520	23	23	676	678	610	+2	+2	+72	+81	+90	...	5	29	...	2	28
Total ...	135	135	3,765	3,616	3,225	137	137	3,828	3,658	3,314	+2	+2	+63	+42	+89	...	17	199	...	18	215
2. Lower class halqabandi (girls')—Jalaun.	1	1	20	21	16	1	1	20	20	16	...	...	...	−1	...	...	...	...	...	...	...
3. Municipal free (boys'). — Jalaun ...	3	3	132	132	95	3	3	129	126	92	...	...	−3	−6	−3	...	...	4	...	...	4
Jhánsi ...	2	2	41	43	34	2	2	43	41	32	...	...	+2	−2	−2	...	...	...	...	...	...
Lalitpur ...	1	1	43	45	42	1	1	35	38	34	...	...	−8	−7	−8	...	...	...	...	...	...
Total ...	6	6	216	220	171	6	6	207	205	158	...	...	−9	−15	−13	...	...	4	...	...	4
4. Municipal free (girls') Lalitpur ...	1	1	30	32	9	1	1	30	31	25	...	...	...	−1	+16	...	...	...	...	...	...
5. Private (unaided.) — Jalaun ...	4	3	102	90	75	4	4	107	105	90	...	+1	+5	+15	+15	...	...	7	...	...	9
Jhánsi ...	3	3	68	68	59	3	3	65	66	49	...	...	−3	−2	−10	...	...	3	...	...	3
Total ...	7	6	170	158	134	7	7	172	171	139	...	+1	+2	+13	+5	...	...	10	...	...	12
Total Primary Vernacular ...	150	149	4,201	4,047	3,555	152	152	4,257	4,085	3,652	+2	+3	+56	+38	+97	...	17	213	...	18	231
III.—Special—Divisional normal (for masters).	1	1	10	10	10	1	1	10	10	10	...	...	...	...	...	I. G. 7 II. G. 2	...	...	I. G. 5 II. G. 2	...	...
Grand total of schools under regular inspection. — Jalaun ... Secondary Anglo-Vernacular.	3	3	186	172	128	3	3	198	194	154	...	...	+12	+22	+26	1 1 0	1	6	...	3	4
Secondary Vernacular,	9	9	511	483	437	9	9	521	488	446	...	...	+10	+5	+9	5 3 0	10	32	0 8 5	8	33
Primary Vernacular...	75	74	2,024	1,927	1,682	75	75	1,938	1,895	1,682	...	+1	+86	−32	...	...	8	118	...	10	132
Jhánsi ... Secondary Anglo-Vernacular,	1	1	106	98	89	2	1	179	117	106	+1	...	+73	+19	+17	1 1 0	3	4	...	2	3
Secondary Vernacular,	5	5	361	348	331	5	5	374	332	319	...	...	+13	−16	−12	0 4 1	4	21	0 2 3	2	22
Primary Vernacular ...	52	52	1,500	1,446	1,302	52	52	1,578	1,443	1,301	...	...	+78	−3	−1	...	4	66	...	6	71
Divisional Normal ...	1	1	10	10	10	1	1	10	10	10	...	...	...	...	...	7 2 0	...	...	...	...	...
Lalitpur, Secondary Anglo-Vernacular.	1	1	88	77	65	1	1	117	107	95	...	...	+29	+30	+30	0 2 0	...	3	...	1	...
Secondary Vernacular,	3	3	271	208	197	3	3	247	248	240	...	...	+26	+40	+43	0 4 0	...	13	0 2 0	2	12
Primary Vernacular...	23	23	677	674	571	25	25	741	747	669	+2	+2	+64	+73	+98	...	5	29	...	2	28
Total ...	178	172	5,484	5,443	4,812	176	175	5,903	5,581	5,022	+3	+3	+219	+138	+210	7 15 1 (a) +7 2 (a) +0 2 1 (b)	35	292	+5 2 (a) +0 2 5 (c)	36	305
Private (indigenous) — Advanced ...						34	4	277	No. attendance registers kept	52											
Elementary ...						150	14	1,696		444											
Total ...						184	18	1,973		496											
Grand Total of all institutions ...						360	193	7,876		5,518											

(a) Number of men passed in the annual normal school certificate examination.

(b) Private students (passed)—1 each in the Middle-class Anglo-Vernacular and Vernacular Examinations—both II. Division, and one in the Middle-class Vernacular Examination under the special rule for Government *employés*.

(c) Private students passed in the Middle-class Vernacular Examination (including 3 Government *employés*) figuring among the five III. grade men—passed by the reduced standard.

7. There were altogether 176 schools with a total roll attendence of 5,903 at the close of the year, *viz.*, 23 secondary, both anglo-vernacular and vernacular, with a roll of 1,636, 152 primary, with a roll of 4,257 ; and 1 divisional normal for masters, with a roll of 10, against 173 schools, with an aggregate enrolment of 5,684, *viz.*, 22 secondary, with a roll of 1,473 ; 150 primary, with a roll of 4,201 ; and 1 divisional normal, with a roll of 10 for last year. In other words, there is, on the whole, an increase of three in the number of schools—*i.e.*, of 1 in the secondary, and 2 in the primary—with a corresponding increase of 163 and 56 respectively, or of 219 in all in the total roll attendance.

Statistics of schools and scholars ; their comparison with those of the previous year.

9. Of the 23 secondary schools six are anglo-vernacular and 17 vernacular and but one of the former (the newly-added Jhánsi city subscription school), with a roll of 55 is aided ; the remaining 22, with a roll of 1,581, being all Government, while of the 152 primary schools—all vernacular—only seven with a roll of 172 are private (unaided), and all the rest (145 in number), with an aggregate enrolment of 4,085, Government—including the only two girls' schools in the division (one each in Jalaun and Lalitpur), with a roll of 50.

10. Altogether there were at the close of the year 168 Government schools of all kinds, with a total roll of 5,676 ; 1 aided with a roll of 55 ; and seven private (unaided) under regular inspection, with a roll of 172, besides the 184 private (indigenous or *desi*) schools, with an aggregate attendance of 1,973 pupils present, figuring at the foot of the statement under review, which are *not* under regular inspection thus making a sum total of 360 schools and 7,876 scholars.

11. With the solitary exception of the Jhánsi City Subscription Aided Anglo-vernacular School, figuring now for first time in the returns, all Government and aided schools were *personally* examined, and carefully and minutely examined by me, as usual, in *all* classes and in the *whole* of the prescribed curricula.

Summary review of the annual examination of the schools by the Inspector.

The divisional Normal School passes seven students 5 in I. and 2 in II. grade against 9—7 in I. and 2 in II. grade last year.

13. The total expenditure, both *direct* and *indirect*, for the division shown in detail in general table IV., is summarized below, with the figures for the past year :—

Financial summary.

Years.	Provincial revenues.	Local rates or cesses.	Municipal Funds.	Fees.	Other sources.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1884-85	235	43,255	1,538	2,341	1,925	49,294
1883-84	245	43,615	1,540	1,761	1,499	48,660
Increase or decrease ...	—10	—360	—2	+580	+426	+634

The increase in the fee-income considering the backwardness of this part of the country in education, and the poverty of the inhabitants, may be pronounced to be satisfactory ; while the excess in the total expenditure is mainly, if not wholly, due to the inclusion of the cost (Rs. 1,093) of the newly-added Jhánsi City Subscription Aided school in the year's expenditure which would otherwise be *less* by Rs. 459.

15. The statements below furnish the details of the cost under the two heads, side by side, with the lump allotments sanctioned for each and the savings :—

Statement A.—Cost of Inspection.

Inspecting staff	Number.	Salaries.	Office establishment		Contingencies.	Travelling allowance.	Total expenditure.	Total sanctioned.	Increase or decrease.
			Salaries.	Travelling allowance.					
		Rs. a. p.	Rs a. p	Rs. a. p.	Rs a. p	Rs. a	Rs. a. p	Rs. a. p	Rs. a. p.
Inspector ...	1	3,000 0 0	1,312 14 0	251 3 0	a789 15 2	478 4	5,832 4 2	6,699 0 0	—866 11 10
Deputy Inspectors.	3	2,691 9 11	529 11 8	52 6 0	90 11 6	699 12	4,064 3 1	4,275 5 2	—211 2 1
Sub-Deputy Inspectors.	2	1,063 10 3	...	...	7 0 9	420 10	1,491 5 0	1,742 0 0	—250 11 0
Total ...	6	6,755 4 2	1,842 9 8	303 9 0	887 11 5	1,598 10	11,387 12 3	12,716 5 2	1,328 8 11

a Actual charge after deducting Rs. 38-9-0 paid into the treasury (*i.e.*, Rs. 36 sale proceeds of an old office tent and Rs. 2-9-0 of waste paper.)

Statement B.—Cost of Instruction.

Names of schools.	Expenditure. Grants from local cesses.	Fees-income surplus.	Fees	Halqabandi scholarships.	Municipal grants.	Total.	Total sanctioned from Local cesses	Fee-income.	Total.	Increase or decrease. Local cesses.	Fee-income.	Total.
1	2		3	4	5	6	7	8	9	10	11	12
Zila schools.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.		Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Kálpi ...	2,835 5 4	(—60 12 11)	305 15 2	147 0 0	...	3,288 4 6 *a*+36 0 0	3,072 0 0	245 2 3	3,313 2 3	236 10 8	—60 12 11	175 13 9
Jhánsi. ..	2,869 4 10	(—2 2 4)	361 4 10	6 0 0	...	3,236 9 8	3,072 0 0	359 2 6	3,428 11 3	202 11 2	—2 2 4	200 8 10
Lalitpur ..	2,626 12 11	(—33 8 6)	341 12 6	...	...	2,968 9 5	3,072 0 0	308 4 0	3,380 4 0	445 3 1	—33 8 6	411 10 7
Total ..	8,331 7 1	(—96 7 9)	1,009 0 6 *b*+700 12 0 *d*308 4 6	153 0 0	...	9,493 7 7 *a*+36 0 0	9,216 0 0	912 8 9	10,128 8 9	884 8 11	—96 7 9 *b*+700 12 0 +604 4 3	1,488 13 2 *c*+19 4 0
Divisional Normal School.	1,604 5 3		...	...	...	1,604 5 3	1,968 0 0	...	1,968 0 0	363 10 9	...	363 10 9
GRAND TOTAL ..	9,935 12 4	(—96 7 9) =10,032 4 1	308 4 6	153 0 0	...	11,097 12 10 *a*+36 0 0	11,184 0 0	912 8 9	12,096 8 9	1,248 3 8	604 4 3	1,852 7 11

Net cost to Government after deducting the fee-income surplus.

a Cost of one Government "Vernacular Scholarship," held at the Kálpi zila school, paid from the provincial funds

b The amount expended in the pay of the three additional teachers (one in each of the three zila schools) debitable to the special sanctioned allotment of Rs. 720 from the surplus fee-receipts of the High schools.

c Savings from the allotment of Rs. 720 explained in note *b*.

d The proper fee income expenditure.

Total of column 3.	Rs. a. p.
Books for library ...	14 5 0
Ditto prizes ...	40 3 0
Petty contingencies ...	22 1 6
Additional teacher ..	229 5 8
Total ...	305 15 2
Books for library ...	2 10 0
Ditto prizes ...	10 0 0
Petty contingencies ...	117 4 6
Additional teacher ...	231 6 4
Total ..	361 4 10
Books for library ...	15 5 6
Ditto prizes ...	40 0 0
Petty contingencies ...	46 7 0
Additional teacher ..	240 0 0
Total ...	341 12 6
Tuitional staff, including menial establishment.	767 12 2
Contingent allowance, including house rent	180 0 0
Stipends to pupil-teachers at Rs. 5 each.	608 9 1
Allowance to medical attendant.	48 0 0
Total ...	1,604 5 3

16. The financial statistics of the division for the year, so far as they are under the Inspector's control, thus show a total net saving to Government of Rs. 3,200-4-10, a sum equal to more than my year's pay. During my seven years' incumbency of the Divisional Inspectorship, the large sum of Rs. 15,187-10-5, or, excluding from the expenditure the supernumerary items, such as travelling allowances to officers for joining from other divisions, Rs. 15,801-15-2 has been saved to the State by me out of the comparatively small quota of the total Educational State grant for the Division intrusted to the Inspector's control.—

The total cost of *Inspection* to that of *Instruction* is in the ratio of Rs. 1:3·3; while the total average annual and net cost to Government of educating each pupil are respectively, for *Inspection* Rs. 2·0 and 2·0, and for *Instruction* 6·7 and 5·7, or in the ratios of 1:3·3 and 1:2·8.

18. The only changes worth mentioning here have been the reversion—consequent on the return of P. Gayá Prasád, B. A., the Head Master at Kalpi, from his one year's extraordinary leave—of M. Damodar Das, B. A., the latter's *locum tenens sub. pro. tem.*, to his substantive post of Head Master at Lalitpur in the middle of March. M. Sajivanlal, B.A., who had been acting in his place on the full pay of the appointment during the latter half of the school session going to the Jaunpur zila school as second master.

Review of the work of the subordinate officers.

19. Generally speaking, I am not satisfied with the work of either the Head Masters of the zila schools, or the Deputy and the Sub-Deputy Inspectors.

Remarks on the Head Masters of the zila schools.

The zila school at Kalpi was a scene of confusion, and complaints during the time M. Damodar Das was in charge, and my detailed report on the case has shown how he abused his responsible trust.

The work of the Head Master at Jhánsi is not what it should be; but M. Sajivanlal worked hard at Lalitpur zila school during the nine months nearly he was in charge. This (the inspection by the district inspecting staff) is very insufficient work for officials who, by the very character of their posts, are expected to be constantly travelling and visiting the schools in their districts, and, viewed in juxtaposition with its inferior quality, cannot but be pronounced to be bad and unsatisfactory. The fault lies in this. We, as well as the district committees at whose disposal they have been placed, have been too indulgent in dealing with our Deputy and Sub-Deputy Inspectors. By allowing them travelling allowance at mileage instead of daily rates, we have been indirectly throwing a temptation in their way to hurry over their school-visits, which were already ineffective; while the committees, on their part, are too good to have always a word to say in their favor, though they have few opportunities of forming a right estimate of their work or ability. Thus, the President of the District Committee, Jalaun, would through pity retain a Deputy Inspector who for years past has been frightfully lazy and who being now superannuated, should be made at once to retire from the service. So, also, the work of the Deputy Inspector at Jhánsi is anything but satisfactory; while the Sub-Deputy Inspector there is by no means the right man in the right place.

Reforms suggested.

21. In order to induce these officials to do their duty, they should—

(*a*) be allowed travelling allowance at a fixed daily rate, as formerly;
(*b*) be required to stay no more than a week in the month at their headquarters; and
(*c*) forfeit pay for the time they may overstay the prescribed limit without just cause.

SCHOOL EDUCATION, GENERAL.

(*a*) Secondary Schools.

1. *Middle Schools (English).*—

General summary.

22. The year closed with six middle English schools with a total roll of 494, against five schools, with a total roll of 380, for the past year. Of these six schools, five, with a roll of 439, are Government, *viz.*, the three inferior zila in Jalaun, Jhánsi and Lalitpur, and two municipal in Jalaun; and one, with a roll of 55, private (aided), situated in Jhánsi in the Gwalior territory, and which figures in the divisional returns now for the first time.

The third or the top classes of the six schools, which compete at the middle class examination, contributed 32 candidates between them, or the whole of their combined strength, to it, as before, the plan of sending up selected batches only, being prohibited, in accordance with the orders passed by your office on the subject in 1875, where it is very properly observed, that "it is impossible to judge of the merits of a class, unless all the boys who compose it are examined, except such as are incapacitated by sickness,"—and as being not a little discouraging to those thus excluded and deprived of a chance of passing. All of these 32 candidates presented themselves at the examination, the result of which is not yet out.

The annual and half-yearly examinations of all the classes (excluding the third or the highest, which appears at the middle class examination) are held by the head-masters and conducted on the lines of the middle class examination under express

instructions from this office, and promotions arranged accordingly. The results of the upper and lower primary examinations, which figure in the annual returns, are determined by the Inspector on the basis of the proficiency displayed by the classes in each of the several subjects at his own annual examination. The results for the year under report are not satisfactory—only six and seven boys, respectively, passing in the two tests, out of 23 and 34, from five of the six schools.

Brief remarks on each school.

Brief remarks on each of the schools follow :—

23. *Kalpi* (Jalaun).—The roll and average daily attendance have slightly risen from 82 and 65 to 87 and 67, and the fee-receipts from Rs. 233 to 241—with a corresponding diminution in the total average annual, and the Government quota of the capitation cost, from Rs. 39, 20 and 36·17, respectively, to Rs. 38·78 and 35·75. The number of boarders has increased from 9 to 14, one holding a Government and three halkabandi scholarships—the remaining ten being self-supporters.

I examined the school in February. The result of the examination in almost all classes and all subjects was far from satisfactory, and only two boys each have passed in the upper and lower primary examinations out of 11 and 9. The English and Vernacular (both Persian, Urdu and Hindi) have in general been very badly and carelessly taught, while there were disgraceful failures in arithmetic. This state of things was due chiefly to the mismanagement and very irregular proceedings of the then Head-Master *sub. pro. tem.*, M. Damodar Das, B.A., a full report of which has been laid before you. The Head Master has since reverted to his substantive post at Lalitpur and been reduced; and of the other teachers, who had badly neglected their duty, one has been dismissed and one transferred, and the others warned. The second maulvi had worked hard and well, and minded my instructions.

24. *Jhánsi.*—Here, as might be expected, there is again an improvement in both the enrolment and attendance, as well as the fee-income—being respectively Rs. 124, 90, and 356; against Rs. 106, 83, and 291 : with a corresponding decrease in the average annual cost, and the cost to Government of educating each pupil, from Rs. 33·25 and 29·90 to Rs. 28·85 and 25·64. The number of the inmates of the boarding-house has increased from three to ten. Halkabandi scholarships are almost exclusively allowed by the district committee here to boys proceeding from the halkabandi to the tahsíli schools of the district to prosecute their studies, although, according to paragraph 10 of G. O. No. 159, dated the 15th March, 1873, such scholarships can be held at the tahsíli schools as well as at the zila, between which they should be shared in a fair proportion.

Notwithstanding the unusual length to which the school session ran this year, consequent on the change in the date of the middle class examination from November to the April following, the result of my annual examination of the school, as a whole, held at the close of April, was by no means satisfactory. Classes IV., V., VI. and VII. were bad and backward in English and Hindi, and IV., VII. and VIII. in Arithmetic; while the teaching of the lowest sections of beginners was not at all properly managed. Two and three boys, respectively, have passed in the upper and lower primary examinations out of five and eight. Due warning and proper instructions have been conveyed to the masters and teachers in fault; while the head Pandit, whose work was, and has for some years past been, particularly bad, has already been recommended for transfer, and, until that is possible, for degradation in his present appointment. The head and the second maulvi, and the third master, on the whole deserve credit for their good, hard year's work, and the second Pandit's *kárguzárí* may also in general be pronounced to be fair.

25. *Lalitpur.*—This most backward district, too, again shows an increase in the roll and the average daily attendance, being respectively 117 and 87 against 88 and 61, with a corresponding increase in the fee collections, from Rs. 211 to 308, and a proportionate decrease in the total average annual capitation cost, and the cost to Government, *viz.*, from Rs. 34·94 and 32·37, respectively, to Rs. 28·82 and 25·83. The boarding-house has seven inmates against three in the past year—all self-supporters.

The result of my annual examination of the school in November was equally bad with that of the sister institutions of Jalaun and Jhánsi already recorded—if not worse. But one out of four boys passed in the upper, and none out of eight in the lower primary examination. The English of all the classes, with the exception of classes IV. and VII., was very bad; in arithmetic, there were miserable failures in all classes; while the Vernacular—both Persian, Urdu and Hindi, and especially the latter—had been very badly and carelessly taught. The masters and teachers concerned have been warned that a recurrence of similar bad results will be seriously noticed and visited with condign punishment.

26. *Municipal Anglo-Vernacular Schools, Orai and Kúnch (Jalaun).*—The roll and average daily attendance in the former have risen from 60 and 42 to 73 and 48, but fallen in the latter from 44 and 37 to 38 and 27.

At my annual examination in February the Orai school, considering all the circumstances, may be said to have done fairly on the whole. In English several of the

classes were very little advanced in the prescribed text-books, as also in arithmetic, in which there were bad failures ; while the results in the Vernacular (both Urdu and Hindi) were not satisfactory. One boy passed in the upper and two in the lower primary examination.

The school at Kúnch is, and has been in a most unsatisfactory condition. As I said before, an institution of the kind is not wanted at Kúnch, and deserves to be abolished as a useless burden on the municipal funds. No boy passed from the upper or the lower primary section at my annual examination in April, the result of which was on the whole very bad.

27. *Subscription Aided School, Jhánsi.*—This school was established in February, 1881, by an enterprising Bengali gentleman of the Public Works Department, Babu Syámácharan, lately transferred to Allahabad, where he has opened a similar institution. It is situated in what is popularly called *old* Jhánsi, in the Sindhia territory, as distinguished from the *new* Jhánsi under the British rule, and, besides the city boys, attracts a number of the sons of the *amlahs* of the English courts and offices, who find it more convenient, on account of the distance of the Government zila school from their homes. The school is thus doing useful work, and is fairly conducted. It is maintained by subscriptions, supplemented by a monthly grant of Rs. 25 per mensem from the local cess, which it well deserves The number of boys on rolls on the last day of the year was 55, and the average daily attendance for the year 44.

2. *Middle Schools (Vernacular).*—

28. The 17 schools which figure under this head are eleven out of the thirteen tahsíli *cum*-pargana (five in Jalaun, six in Jhánsi, and two in Lalitpur)—the remaining two (Mau and Ránipur), having primary classes only—and the six higher-class halkabandi schools, four in Jalaun, and one each in Jhánsi and Lalitpur. The total enrolment on the last day of the year was 1,142 ; against 1,093 in the same number of schools (17) for last year, with this difference only, as explained above, that the second of the two pargana schools in Jhánsi has now likewise dwindled to the status of a primary school, while one of the lower class halkabandi there has come into the middle school category.

Examination results.

29. Fifteen of these 17 schools contributed 61 candidates between them to the middle-class examination, of whom 60 presented themselves, and twenty or exactly one-third of these have passed, *viz.*, twelve in Division II. and eight in Division III. Last year the same number of schools sent up 36 candidates, of whom thirty-four appeared, and seventeen, or half the number, passed.

30. Two of the seventeen schools had no first, and three others no second middle classes. As before stated, all the schools were examined by me in all classes and in the whole curriculum. A full detail of the examination results of all the classes (excepting the first, for which the middle class examination is the recognized criterion), together with particulars of their progress as "improved," "stationary" or "fallen off," for each of the three districts is exhibited in the statement beneath, with the figures for the past year :—

Districts.	Total number of schools.	Total roll attendance at the examination.	*No. of boys present at the examination.*							*Passed.*							Percentage of passed.	*Progress.*		
			Middle classes.		Upper Primary classes.		Lower Primary class, V.	Elementary—Classes VI and VII.	Total.	Middle classes.		Upper primary classes.		Lower Primary class, V.	Elementary—Classes VI and VII.	Total.		Improved	Stationary.	Fallen off.
			1	2	3	4				1	2	3	4							
Jalaun ...	9	488	19	14	29	44	61	279	446	...	4	8	15	33	131	191	44·73	2	3	4
Jhánsi ...	5	332	17	10	16	26	37	218	319	...	1	2	5	22	107	137	45·36	1	2	2
Lalitpur ...	3	248	6	5	10	22	26	171	240	...	1	2	2	12	41	58	24·79	1	...	2
Total ...	17	1,068	42	29	55	92	124	663	1,005	...	6	12	22	67	279	386	40·08	4	5	8
Total of last year,	17	1,039	3	35	43	102	13:	651	965	...	13	15	30	65	311	434	45·11	9	3	5

General remarks.

31. The results compare unfavorably with those for last year, chiefly in the middle and upper primary classes. It is to be regretted that the upper classes—in both secondary and primary schools—and notably so in Jhánsi, so far from improving, year after year, show a tendency to decline—a result due to lax and ineffective supervision of the schools on the part of the Deputy and the Sub-Deputy Inspector, and the too indulgent treatment by the district committee of teachers and to their slowness—if not also reluc-

tance—in acting upon the recommendations of the Inspector in the matter. Jalaun, too, has not done half so well as before; nor have the district vernacular schools in Lalitpur kept place under the new Deputy Inspector, Munshi Gaurishankar, with the progress they had begun to show under the late Deputy Inspectors, Munshi Srinárayan and Pandit Baldeo Prasád. I may be permitted to quote here the remarks and suggestions contained in my letter to the Deputy Commissioner, Jalaun, communicating the results of my annual examination, which apply more or less to all districts.

"3. All things considered, the results for the year compare unfavorably with those for the one preceding in the middle and upper-primary classes. Nor could a proper justification for this decline in the status and progress of the higher classes be found in the incidental circumstance of the prevalence of cholera in the district in the months of July and August, seeing that my inspection tour of the district was this year purposely commenced a month later than usual, to enable the schools to gain time sufficiently to recover from the effects of the calamity. There can be no doubt that the unfavorable results are due chiefly to lax and ineffective supervision on the part of the Deputy Inspector, whose inspections of the schools have been few and far between.

"4. Moreover, the frequency of transfers of teachers, which furnishes a pretext to the lazy and incompetent among them to shirk all responsibility and escape from the consequences of bad *kárguzárí;* and the anomaly in the regulation and distribution of salaries to teachers, are in no small degree accountable for the existing state of things. In no few instances new men, appointed temporarily or in an acting capacity, and who are also uncertificated or else hold an inferior grade *sanad*, are permitted to draw higher grade salaries, when, as a general rule, they should be allowed the lowest grade pay. Again, teachers in primary schools having only the lowest two or three classes, who have consequently to teach elementary and simple subjects, often draw the pay of higher grades, in preference to others in charge of schools with more advanced classes. I am of opinion that transfers of teachers should be less frequent and effected only when necessitated by special circumstances, and at any rate not until after the year's work of a teacher has been duly tested at the annual examination; and that proper rules be laid down for a systematic and judicious regulation of salaries to teachers, based on their merits, *kárguzárí*, the certificates of proficiency held, length of service, and the standard of the instruction imparted.

"5. In conclusion, I would also invite your attention to the fact that in considering my recommendations for rewards and punishments to teachers, based on the results of the annual examination, too much weight may not be attached, as is sometimes done, to their work for the previous year or years. We all know that we cannot very well expect the generality of our district vernacular school teachers, circumstanced as they are, to be imbued with a very deep sense of conscientiousness in the discharge of their duties, and that the hope of reward and the fear of punishment is the sole stimulus and incentive to good and active work. When, therefore, they escape punishment, so far from appreciating the indulgence, they are often induced to be more neglectful of their trust. The only sound and the best principle to ensure the growing progress of schools of this class and keep them in a healthy condition, I find from experience, is—except under special circumstances, such as sickness, for which due allowances are already made—to mete out rewards and punishments according to the character and quality of each year's work."

The examination system explained.

32. It only remains for me, before closing my review of this class of schools, to explain the system on which their examination, as well as that of the large number of our vernacular schools of the primary class is conducted by me. Until lately the efficiency of our district vernacular schools was determined by four important and essential conditions serving as so many gauges and standards for measuring the efficiency of the schools in the leading and main features which determine their popularity, prosperity, progress and tuitional status,—and which had been laid down by Mr. Kempson, in 1875, in consultation with the then Inspectors as the outcome of long experience of the schools. The official use of these four standards of efficiency has been discontinued under orders from your office (Circular No. $\frac{G}{89}$, dated the 15th December, 1881), an action which has not my concurrence—the four standards or conditions, with some modification necessitated by circumstances that have supervened since they were first laid down, being, to my thinking, the best means of testing the efficiency of schools of this class. The first three conditions have to do with *attendance* in its various ramifications, and the fourth with *instruction*.

(*a*) *The roll attendance.*—Must be in the proportion of at least $1\frac{1}{2}$, or 1 per cent. to the population of the town where the school is located, according as this is 5,000 or over. In the event of the same town having other schools besides the tahsili, such as a zila or an aided school, or the accommodation at the tahsili school being insufficient, 40 boys are considered sufficient attendance, irrespective of the population.

(*b*) *Classification.*—The proportion of boys in upper classes from the 3rd upwards to the total roll attendance should be not less than 15 per cent.

(*c*) *Average daily attendance.*—This should be not less than 80 per cent. of the roll.

In case of lower class halkabandi schools—(*a*) the attendance must be at least 20 boys per teacher, (*b*) the number of boys in classes above the 6th or last but one, taken together, not less than one-fourth of the total attendance, and (*c*) the average daily attendance, not below 75 per cent. of the roll.

(*d*) The fourth condition, or that relating to *instruction*—and which is the same for middle and lower class schools—is that the total of passed boys should not be less than 50 per cent. of the number on the rolls.

33. My plan of examination of the various kinds and classes of the vernacular schools in my division is this. On commencing my annual inspection tour I have a proper examination register prepared for me, with columns for each of the several subjects or groups of subjects in which the names of all the pupils in each school, class by class, with the roll attendance at the examination in each, are taken down. This done, the examination results for each boy or girl are recorded against his or her name under each subject as it is taken up, in the form of tickets, the unit or a whole ticket representing the full or proficiency, and the half-ticket the minimum or passable marks in a subject, the latter being granted only after the examinee has satisfied me that he has on the whole a fair knowledge of his subject. There is no lesser ticket than the half, and all those that fail to obtain it have blanks opposite their names in the subject or subjects in which they so fail. When the examination is over, the tickets in each separate subject are added up for each class and entered against it in the printed result statement form of the log-book of the school. In case of the same subject comprising several sub-heads (such as, reading, dictation and writing under the composite head *Literature*, or Euclid and Arithmetic under *Mathematics*), the total number of tickets assigned in each is of course divided by the number of such sub-heads, and the quotient put down as the net result in the group. The sum of the tickets, or the net results, is then divided by the number of the several subjects, or groups of subjects for each class, the sum total for the several classes thus obtained representing the actual number passed by the school as a whole.

34. I have only to add that the averages of passed pupils for each class, derived on the above principle, represent in case of my division the number passed from it; while all boys in a class who obtain one-half of the total number of tickets or the maximum marks, in all the subjects *combined*, are in general considered eligible for promotion to the next higher form; and, considering all the circumstances connected with the schools, I know of no better criterion to determine their class proficiency.

(*b*) Primary schools (vernacular).

Examination results.

35. As already stated, all these schools (like the secondary) were personally examined by me in the whole curriculum, *viz.*, 48 (including the two primary girls' schools) *in situ*, and 104 or nearly two-thirds of the total number, at centres at short and convenient distances of from two to four miles generally from the schools. Full particulars of the attendance, examinations, and progress of all the schools, with the figures for the past year, are summarized, district by district, in the following statement:—

Districts.		Number of schools.	Total roll attendance at the examination.	*Number of pupils present at the examination.*					*Passed.*					Percentage of passed.	*Progress.*		
				Upper primary Classes. 3	Upper primary Classes. 4	Lower primary Class V.	Elementary Classes VI and VII.	Total.	Upper primary Classes. 3	Upper primary Classes. 4	Lower primary Class V.	Elementary Classes VI and V I.	Total.		Improved.	Stationary.	Fallen off.
Jalaun ...	Government ...	70	1,770	36	135	255	1,150	1,576	10	33	128	530	696	44·16	18	24	27
	Unaided ...	4	105	1	9	20	60	90	...	2	9	20	31	34·44	1	2	1
Jhánsi ...	Government ...	49	1,577	31	89	166	966	1,252	6	15	68	324	413	32·99	13	15	19
	Unaided ...	3	66	...	2	10	37	49	...	1	3	13	17	34·69	2	1	...
Lalitpur,	Government ...	24	716	10	48	66	520	644	2	8	28	166	204	31·68	4	8	8
	Unaided ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	Government ..	143	3,863	77	272	487	2,636	3,472	18	56	219	1,020	1,313	37·81	35	47	54
	Unaided ..	7	171	1	11	30	97	139	...	3	12	33	48	34·53	3	3	1
Total of 1883-84.	Government ...	141	3,836	64	230	487	2,615	3,396	18	62	204	1,116	1,400	41·22	46	48	39
	Unaided ...	6	155	...	6	23	105	134	...	2	10	32	44	32·84	2	1	3

The absence of seven and eight schools, respectively, in the figures in the *Progress* sub-columns arises from the fact of their having been newly established.

36. Here again the results for the year compare unfavorably with those of the past. Jhánsi, with a total pass percentage of 32·99 again cuts a sorry figure—Lalitpur

very nearly coming up to it with a pass percentage of 31·68; while Jalaun, though it has done badly this year, again takes the lead of the sister districts. The results in the upper primary classes are poor in all the three districts, as in case of the similar sections of the secondary school.

School Education, Special.

The division normal school.

37. The only school in the division which belongs to this section is the divisional normal school for masters. There were at the close of the session only 10 pupil-teachers (the sanctioned number being 15), and 7 of these have passed in the annual certificate-examination—5 in I., and 2 in II. grade. Considering the limited resources at command and the capacities of the men deputed, this result, poor as it may appear, is on the whole satisfactory, though not so good as that of last year, when 7 out of the 10 students passed. The examination was throughout conducted under my personal supervision, the question papers being set by a board of examiners appointed by me for the purpose, the head-masters of the Benares and Bareilly Normal Schools taking up literature and mathematics, and B. Sajivan Lál, B. A., and M. Dámodar Dás, B. A., late and present Head-masters, Lalitpur Zila School, history and geography, and the technical subjects (*e. i.*, physical science, physical geography, &c.).

Female Education.

The two girls' schools in Jalaun and Lalitpur.

38. Female education cannot be expected to meet with favor in parts of the country like this where even the education of males is at a discount, and there are only two girls' schools in the whole division, both Government, one in Jalaun, located at a village named Sirsá Kalár, and maintained by the Local Fund Board; and the other, the municipal girls' school, in Lalitpur. The former had a roll of 20, and the latter of 30 on the last day of the year. The following is the substance of my remarks on the two schools, recorded in the school *kaifiyat* books at the time of my annual examination :—

39. *Girls' School, Sirsa Kalár (Jalaun).*—Out of a roll of twenty pupils (thirteen Thákur, two Brahman, two Banyá, two Káyasth, and one Lohar), divided into the lowest two classes, sixteen were present at the examination. The 6th class of three girls (all present) did fairly in dictation and arithmetic (simple addition and subtraction), but was deficient in the text-book in literature. In the 7th class (roll 17, present 13), four girls wrote simple proper names, three could read simple words and expressions, and five know the multiplication tables—the rest knowing nothing beyond writing the A. B. C. The hand-writing of all the girls of both the classes, with a single exception, was bad.

40. *Municipal Girls' School, Lalitpur :—*

Classes	V.	VI.	VII.	...	...	...	...	Total.
Roll	2	4	25	...	...	...	...	31
Present	1	4	20	...	...	...	...	25

Tuitional status bad as before. The single 5th class girl obtained half-ticket in dictation only; failing in all other subjects. In the 6th class, only one of the pupils passed in dictation and arithmetic (simple addition and subtraction), and one in arithmetic only—the rest failing entirely. The 7th class with the bulk of the attendance knew little or nothing, as before.

Private Schools.

Statistics and general character of indigenous (*desi*) schools.

41. Statistics of schools of this class were collected by the Deputy and the Sub-Deputy Inspectors in the months of September and October under special orders from this office, and with certain alterations, based on subsequent information derived by them or by myself in my annual inspection circuit, are given in their proper place in the annual statistical returns, as well as in the general statement of schools and scholars in para. 6 of the introductory section above. According to these there were in all 184 *desi* schools with a total attendance of 1,973. Of these, 34 schools with 277 scholars were *advanced* (teaching Arabic or Persian, and Sanskrit), and 150 with an attendance of 1,696 *elementary*, teaching the vernacular only. It need scarcely be remarked that schools of this kind are, as a rule, of an ephemeral and precarious existence, being for the most part set up to serve private and individual interests only; and much value cannot, therefore, be attached to their statistics.

42. Eighteen of these schools, with an attendance of 496 (*viz.*, four advanced with 52 students, and 14 elementary with 444 pupils) were visited and examined by me. The teaching in almost all of them is conducted on rude and wrong principles, without any system or method, by pedagogues with a mere smattering of knowledge, the boys repeating by rote verses of the *Pandnámá* (popularly called *Karímá*), or lines from the *Gulistán*, without understanding a word of what they thus read. In the *páthsálas*, it was amusing in nine-tenths of them to find the boys tracing characters with a stick, or *barmá* as they call it, on *pattís* sprinkled with red dust (*kirkita*) in the antique, grotesque fashion, a fashion consecrated by custom.

43. The following general statement shows the number and cost of books purchased from the Government Book Depôt and private firms during the year, and compares them with the figures for the one preceding it :—

Number and cost of books purchased from the Government Book Depôt and private firms during the year.

Years.	From Government Book Depôt		From other firms		Total	
	Copies.	Cost.	Copies.	Cost.	Copies.	Cost.
		Rs. a. p		Rs. a. p		Rs a p
1884-85 ...	8,304	1,100 7 6	6,169	1,342 2 3	14 473	2,442 9 9
1883-84 ...	8,650	1,097 2 9	4,991	1,225 14 1	13,641	2,323 0 10
Increase or decrease ...	—346	+3 4 9	+1,178	+116 4 2	+832	+119 8 11

Altogether 14,473 copies at a cost of Rs. 2,442 were purchased or supplied during the year against 13,641 copies at a cost of Rs. 2,323 for the previous year; an increase of 832 in the number of copies, and of Rs. 119 in the cost. Deducting the price of books distributed in prizes in the zila and the district vernacular schools, books to the value of Rs. 1,778 have been sold during the year in the schools and amongst the population.

KUMAUN DIVISION.

Report by P. Buddhi Vallabh Pant, Inspector of Schools.

General Summary.

2. The total number of schools of all kinds is 222 against 223, and the total number of scholars 12,449 aganst 12,557. There is, thus, a decrease of one school and 108 scholars. For the latter Garhwál is responsible, as will be seen from paragraph 17. The net decrease of one school is on account of one indigenous school having ceased to exist during the year under report. The number of girls' schools is the same, but the pupils have increased from 201 to 234.

4. The following details give the expenditure under each head separately for 1883-84 and 1884-85 :—

Serial number.	Description of charges.	1883-84.	1884-85.	Budget grant for 1884-85.
		Rs	Rs	Rs.
1	Sub-Deputy Inspectors	1,440	1,440	1,440
2	English writer	480	480	480
3	Hindi writer	300	300	300
4	Muharrir	120	120	120
5	Chaprasis	168	168	232
6	Travelling allowance to officers	351	486	500
7	Ditto to establishment ...	535	580	1,000
8	Postage	25	44	100
9	Office-rent	360	360	360
10	Country stationery	37	41	50
11	Prizes and rewards	200	200	200
12	Petty contingencies	278	350	500
		4,294	4,569	5,282

The total expenditure when compared with the budget-estimates shows a savings of Rs. 713.

Controlling Agencies.

5. As regards Garhwál and the Tarai the duties of the Inspector, as laid down in the rules, are confined to visitation, inspection and making suggestions, but the case of Kumaún is different. Here the Inspector is virtually the committee's executive officer for carrying out its orders regarding appointment, transfer and leave &c., of teachers and the general management of the schools.

6. The number of the Sub-Deputy Inspectors is the same as last year, one in Garhwál and two in Kumaún and the Terai.

The number of schools under the charge of each is given below :—

Pandit Jwala Dat, 3 tahsíli and 57 halkabandi schools in the north and north-west parganas of Kumaun.

Pandit Naram Dat, 4 tahsíli, 63 halkabandi, and one municipal schools located in the west parts of Kumaun and the Tarai.

Rana Alam Singh, 4 tahsíli, 50 halkabandi, and 4 girls' schools, situated in the different parts of Garhwál.

The number of days each was in camp, and the number of miles travelled as well as the number of schools examined by each are as under:—

Names of Sub-Deputy Inspectors.	Number of camp days.	Miles travelled.	Total number of schools.	Number of schools examined.		
				Once.	Twice.	Thrice.
Pandit Jwala Dat ...	154	1,347	60	17	42	1
„ Narain Dat ...	222	1,505	68	16	51	1
Ráná Alam Singh ...	200	1,573	58	26	21	11

Pandit Jwala Dat has been ill during the year, which accounts for his touring period being less than that of the other two Sub-Deputy Inspectors.

I have found the Sub-Deputy Inspectors zealous and hardworking, and am very thankful to them for the careful discharge of their onerous duties.

7. The local committees, established by Colonel Garstin and referred to in my last report perhaps, require a fuller mention this year. With but few exceptions every school in Kumaun has a sub-commitee composed of three to four respectable inhabitants of the neighbourhood and presided over by the patwári of the circle. Their duties are:—

1. To hold monthly meetings at the schools, enter their proceedings in the visitors' books, and submit a copy thereof to the District Board.
2. To increase attendance and check absenteeism on the parts of the pupils and teachers.
3. To see that boys are regularly supplied with class books.
4. To look after the school accommodation.

It is too early as yet to judge of the efficiency of these young institutions. They will require careful watching and occasional stirring up before any substantial advantage can be looked for. The zeal with which they commenced work appears to have somewhat slackened.

8. I travelled 1,011 miles, was out in camp 162 days, and inspected all the tahsíli girls' and aided schools (Almorah excepted) of my division; the municipal and the halkabandi schools of the Tarai, 95 out of 110 halkabandi schools in Kumaun, 23 out of 50 halkabandi schools in Garhwal, five Khám and two unaided schools. Of the 15 halkabandi schools of Kumaun, not inspected by me, none has a higher class than the lower primary. The Sub-Deputy Inspectors found in all of these 314 boys present, of whom 16 were in the 5th, 45 in the 6th, and 253 in the last classes. In *Rousit* they found only four boys and in two others (Bina and Bardhon) nine each. With the exception of Jágeswar, Hát and Walijám, these schools are not appreciated by the people, and their cases will be laid before the District Board with a view to get them transferred to more favorable localities.

9 In Kumaun, Colonel Garstin, President District Board, visited about a dozen schools, Mr. Reid, Chief Secretary to the Government, three; Major H. Chary, Dr. Richardson, Mr. Wilmot, and the Extra-Assistant Commissioner, one each. Some of the Garhwál schools were visited by the Extra-Assistant Commissioner of that district. The Commissioner of Kumaun saw one, and the Assistant Superintendent two schools in the Tarái.

SECONDARY EDUCATION.

Form No. 2.

Secondary Schools for Boys under Public Management.

10. The total number of schools is 12 against 11, six in Kumaun, four in Garhwál and two in the Tarái. Of these, 11 are tahsíli and one halkabandi (Jaspur) in the Tarái. The increase of one institution is due to the Khichkhan Tahsíli school in Kumaun having now been taken as a secondary school, because it has a middle class which was wanting in 1883-84.

11. The comparative table in the margin shows how the scholars are distributed into the four stages of instruction. There is an increase of 101 in the total number on the rolls, and of 72 in the average daily attendance. Looking at the results by districts, Kumaun and the Tarai show improvement and Garhwál otherwise owing to Suinári and Kot schools having decayed and been transferred to other places where they are likely to prosper. There is increase of pupils in "middle" and "second form lower primary" and decrease in "upper primary" and "first form lower primary." Comments on these fluctuations will be made later on.

District.	Year.	Middle.	Upper primary.	Lower primary.		Total.	Average daily attendance.
				Can read printed book.	Cannot read printed book.		
Kumaun.	1883-84	9	95	200	96	403	233
	1884-85	14	50	214	263	541	312
Gharwál	1883-84	4	30	200	39	303	201
	1884-85	5	70	15	165	255	171
Tarái ...	1883-84	10	71	76	43	200	158
	1884-85	8	36	110	67	211	181
Total ...	1883-84	23	229	476	178	906	592
	1884-85	27	146	339	495	1,007	664

12. With reference to paragraph 13 of the instructions forwarded with your Circular No. 4, dated the 23rd March last, the standards adopted in this circle for primary examinations are, with a slight difference, the same as laid down in paragraphs 10 and 11 of the explanatory rules, as will be seen from the following details :—

Lower Primary Standard.

(*a*) Itihás Timirnáshak, Part I (first-half) (now Hindi ki dusri pustak, Bhúgol of Kumaun, first-half).
(*b*) Writing to dictation from the same.
(*c*) Working first 4 rules of Arithmetic simple (now compound).

Upper Primary.

(*a*) Itihás Timirnáshak, Part I (whole) (now Gutká, Part I, and Hindi ki dusri pustak, whole).
(*b*) Writing to dictation from the same.
(*c*) Arithmetic, Proportions. Vulgar Fractions.
(*d*) Hunter's India (first quarter). Middle class Bhúgol, first quarter, Geography of the district (whole).

In the absence of any authoritative ruling by the Local Government, Hunter's History and middle class Bhúgol and Bhúgol Kúrmáchal have been prescribed as one additional subject. In undertaking these examinations, I have not followed the system of awarding pass marks up to this time, but I shall do so in future. My practice has been to ask questions and determine the proficiency otherwise of the examinees according to the correctness and number of answers given by them. All the 12 schools described above (with the exceptions of Pokhri and Kot in Garhwál not examined in *in situ*) have been examined by me at their respective localities, and the classification of pupils entered in columns 4*a* to 4 generally, agrees with the results of my examination. The decrease of pupils in the upper primary and lower primary first form as given in paragraph 11 is considerable, but I have met with very few village boys making steady progress from lower to higher classes or indeed, maintaining their status. Boys passing the upper or lower primary first form are often found, when examined next, unfit to maintain their places, and are, therefore, relegated to the lower class. The reason is, of course, want of regularity in attendance often complained of by the teachers, Sub-Deputy Inspectors and members of the sub-committees. The fact is, our village boys are employed more or less on agricultural and domestic work by the parents, and have to absent themselves for days and weeks at harvest seasons. Indeed, the attendance at our schools commences to decrease from April, and the process does not stop till November when all heavy agricultural work is nearly over. There is not a single school which maintains half its average daily attendance during the above period. The village population in these hills is agricultural, and no marked improvement can be looked for in this respect, at least, for some years to come.

Kumaun.

The Almorah Aided High School shows an increase of three pupils on the roll and considerable improvement in the average daily attendance, the figures being 530 and 458 against 527 and 429 respectively. The number of pupils in middle stage has increased from 58 to 65. The school passed two out of nine at the entrance and nine out of 17 at the middle class examination of 1883. It has sent up 11 candidates for the entrance and 32 out of 33 for the middle class examinations.

Class V.

(1) Oriental Reader No. III. Grammar, Primer 3—52 pp.
(2) Gutká, Part II. Bháshá Bháskar, 1st half, Rijupáth and Upakramanika.
(3) Itihas Timirnashak, Part II., whole. Blockman's First Geography (India).
(4) Four simple and compound rules. Vulgar Fractions and Reduction of V.F.

Class VII.

(1) Oriental Reader No. 1, 1—64 pp. Grammatical Primer.
(2) Gutká, Part I. Hindi Grammar, 1—32 pp.
(3) Arithmetic, 4 compound rules and reduction.
(4) Itihás, Part I., 1—46 pp. Geographical Primer.

The Naini Tal School—has this year been classed as middle. It has 18 boys in that stage, some of whom will go up for the next middle class examination. The number on the roll has risen from 82 to 118, and the average daily attendance from 79 to 99. Three out of nine passed the upper and four out of 12 the lower primary examinations. The school is making steady progress under the present Head Master. The results of the upper and lower primary examinations given above are with reference to the vernacular proficiency of the examinees, and the standards applied to them were therefore the same as laid down in paragraphs 10 and 11 of the explanatory rules. If the standards obtaining in the Almorah Mission School were applied to Naini Tal with reference to proficiency in English and other subjects it would probably come under the upper primary. The first class in Naini Tal being about equal to the 5th in Almorah as regards knowledge of English. The school receives Rs. 80 per month from the Government.

Swaraj Sanskrit Pathshálá—The number on the roll has increased from 108 to 117, and the average daily attendance from 79 to 99. The five boys in the high stage

are studying for the *Pragnya*, and seven in the middle for the departmental exami na tions. No boy has as yet succeeded in passing either of these examinations. Three went up for the last middle class examination, six out of 12 passed the upper, and four out of 10 the lower primary examinations. The tests applied were usual, but the examinees were found backward in arithmetic. The grant-in-aid to this school is Rs. 100 per mensem.

GARHWÁL.

Choprá School.—The number on the roll has risen from 165 to 180, and the average daily attendance from 125 to 138. There is a falling off in the number of the middle and upper primary stages. This school passed three out of seven candidates at the middle class examination of 1883, and 12 out of 15 have gone up for the last examination. Eight out of 12 passed the upper primary, and three out of eight passed the lower primary examinations. The school is doing good work in Garhwál, which, for want of this institution, would have lagged behind in point of education. I found 119 boys present out of 162 on the roll, or 22 less than last year. The middle class boys were deficient in geography. When I examined the Paori school, the new returns and the instructions had not reached. I took 3rd and 4th classes as upper, and 5th and downwards as lower primary, its 3rd class studies somewhat correspond with the 5th of Almorah.

Srinagar Aided School.—Though the roll number has fallen off from 114 to 85, there is improvement on the average daily attendance and instruction. There were no boys in the middle stage last year, while there are nine this year, and two of them have gone up for that examination. Two out of five passed the upper and three out of eight the lower primary examinations. I found 70 boys present out of 98 on the roll. The school seems to have made considerable progress. The State assistance to this school is Rs. 50 per mensem.

Srinagar is a large town in Garhwál, where there are three schools. One aided middle, one halkabandi and one unaided Sanskrit school. The first and the last are in a flourishing condition.

FORM No. 5.

Secondary Schools for Girls under Private Management.

16. The number of schools is the same as last year. There is increase of 38 in the roll number and of 39 in the average daily attendance.

KUMAUN.

The unaided girls' school of Almorah, including its branches, has 64 pupils on the roll. It had only 22 last year. The average daily attendance is 58 against 22. It passed six (all who went up) candidates at the last middle class examination and has sent up five this year. The school is under the management of the London Mission.

GARHWÁL.

Chopra Girls' School.—There is slight decrease in the number on the roll, and some improvement in the average daily attendance, the figures being 48 against 52, and 40 against 37, respectively. This school sent up three candidates for the middle class examination, and all failed. Two have gone up this year. Three out of six passed the upper and two out of five the lower primary examinations. The pupils are all boarders, living within the Mission compound. I found 40 girls present, the total number on the roll. This school receives Rs. 45 per mensem as grant-in-aid.

PRIMARY EDUCATION.

Form No 6. Primary Schools for Boys under Public Management.

17. The total number of schools has risen from 168 to 170 and the increase is in Garhwál. One school taken as secondary in the previous year has been shown as primary in this, and one new school was opened. The total number on the rolls has fallen off from 9,020 to 8,912, and the average daily attendance from 5,221 to 5,212. As regards the former, the decrease is noticeable in Garhwál, and as regards the latter all the districts are responsible more or less. It is of course very slight and such fluctuations will occur in different years.

BOOKS.

23. The district boards make their own arrangement for supply of books to the teachers and boys. I purchased books worth about Rs. 100 for the tahsili schools, and distributed them chiefly for the use of the teachers.

The Nagri version of Hunter's History of India was introduced late in the year, and the candidates for the middle class examination found it rather difficult. It was unfavorably criticised in one or two papers, but the *Almorah Akbar* took up its cause, and welcomed it as supplying a long-felt want In my humble opinion, Hunter's History of India is far better than Itihás Timirnáshak. It contains a fuller account of the ancient people of India, their religion, manners and customs. It was said that the Nagri version contained difficult Urdu and Persian words and expressions; but this difficulty has been removed partly because the teachers and pupils have now become familiar with them and partly on account of some attempts having been made to print keys explaining the difficulties. As soon as I got a copy, I had a vocabulary of the difficult words and expressions and their meanings prepared in simpler language and lithograph for distribution.

AGRA DIVISION.

Report by R. A. LLOYD, ESQ., B.A., *Inspector of Schools.*

2. *Leave, transfers, changes, &c.*—I may report under this head that from the 15th July to 15th October of the year I was on privilege leave, and that during my absence Pandit Gokul Chand, the Head Clerk of my office, discharged the routine work of the Inspectorship on the usual charge allowance, it not being deemed necessary to appoint any officer actually to officiate for me. Among the head masters of zila schools there was one change during the year. On the 15th May, Pandit Baldeo Prasad, B.A., who for some 11 or 12 years had been head master of the zila school, Farukhabad, virtually left the Department, Government having gazetted him as an Honorary Deputy Collector. On the 1st of July when the zila schools re-opened after the summer vacation, Munshi Hardeva Prasad succeeded him. Among the Deputy Inspectors of the Division there have been no changes, nor have any of these officers taken leave, except a few days' privilege leave not necessitating the appointment of any one to officiate. These subordinate inspecting officers, Deputy Inspectors and Sub-Deputy Inspectors, seldom take any leave but short leave, either privilege or casual, and changes or transfers among them seldom occur. In this division among the Deputy Inspectors there has been but one change or transfer for now some six years past, and among Sub-Deputy Inspectors not one. The normal school has also passed the year without any change in its staff.

3. *University Education Colleges.*—There are three Arts Colleges in the division, the Agra College, St. John's College, and St. Peter's College for Europeans. The first and last of these are aided institutions, the second is unaided. The Agra College has done well in the B. A. and F. A. Examinations, the results of which have been recently published, and seems to be attracting more students than it did a year or two ago. St. John's College has had no B. A. students during the year, whether of the 3rd year or the 4th year class, and I have understood from the Principal that he does not intend in future to teach for the B. A. Examination, though the College is affiliated up to that degree. His F. A. students have been eight in number, four in the 1st year class, and four in the 2nd year class. These latter four went up for the recent F.A. Examination, but only one passed, and he in the 3rd division. St. Peter's College, though affiliated up to the B. A. degree, has not for some years had either F. A. or B. A. students. Its College department for the past year consisted of only two students, and these were preparing for admission to the Engineer class of the Roorkee College. They have not yet been in for their examination.

4. *Secondary Education—High and Middle Schools—English and Vernacular for Boys.*—These are 94 in number with 9,995 scholars on the 31st of March last (against 89 schools with 9,039 scholars on the 31st of the previous March).

5. *High Schools (English).*—We have nine High Schools in this division, three of which—the zila schools of Muttra, Etáwah, and Farukhabad—are under public management and maintained by Local Board Funds, and six of which—the Agra Collegiate School, St. John's Collegiate School, the Victoria High School, the Mainpuri Mission School, St. Peter's Collegiate School and St. Paul's Orphanage School—are under private management and receive only a grant-in-aid. The former of these groups shows an aggregate roll for the three schools of 936 scholars distributed thus : 76 in the high stage, 326 in the middle stage, 109 in the upper primary stage and 425 in the lower primary stage: and the latter of the groups an aggregate roll for the six schools of 1,626 scholars, distributed thus : 159 in the high stage, 460 in the middle stage, 282 in the upper primary stage and 725 in the lower primary stage. Taking the nine schools together their collective roll of scholars is 2,562, with this distribution in the four stages : 235 high, 786 middle, 391 upper primary, 1,150 lower primary ; or to put the distribution in percentages of the collective roll, 9 per cent. high, 31 per cent. middle, 15 per cent. upper primary, 45 per cent. lower primary. Last year, on the 31st March, the corresponding figures for these same nine schools show a collective roll of scholars 2,463, and this distribution of them : 281 high stage, 581 middle stage, 667 upper primary stage, and 934 lower primary stage; or in percentages, 11 per cent. high, 24 per cent. middle, 27 per cent. upper primary, 38 per cent. lower primary. A comparison of these figures for the two past years will show that the proportion of scholars in the high stage is somewhat less, in the middle stage is considerably higher, in the upper primary stage is considerably les and in the lower primary stage is considerably higher for this year than for last. The following statement makes a comparison of the figures for the two years easy :—

Year.	No. of High Schools.	No. of Scholars on 31st March.					Remarks.
		In high stage.	In middle stage.	In upper primary stage.	primary stage.	Total.	
1884-85	9	235	786	391	1,150	2,562	
Per cent	...	9	31	15	45	100	
1883-84	9	281	581	667	934	2,463	
Per cent... ... —	...	11	24	27	38	100	

The reason why the proportion of scholars has decreased in the upper primary stage and increased in the lower primary stage is this, that following the staging of scholars now settled in the Agra Collegiate School and in the St. John's Collegiate School I have this year reckoned in all the zila schools and other Anglo-vernacular schools of the division the upper primary stage to include only the 6th class, whereas last year it was regarded as consisting of the 6th and 7th classes. The 7th class this year has been relegated to the lower primary stage. I have made the alteration in the endeavour to bring the lower primary and upper primary stages of instruction in my Anglo-vernacular schools more closely into accord with the standards approved for those stages by the Education Commission as set forth in the requirements which the Commission has laid down for the upper and the lower primary examinations. But the accord aimed at will not for some two or three years be exact in either upper or lower primary stage as regards the subject of arithmetic. The requirements in arithmetic prescribed by the Education Commission for the upper and lower primary examinations of native lads are very high, much higher than those which the other Commission that sat to draw up a code and fix standards for European schools thought it fit to prescribe for the upper and lower primary examinations of European lads, as may easily be seen by comparing the two Commissions' standards. The Education Commission's requirements in arithmetic for the upper and the lower primary examinations have been a great stumbling-block in all my Anglo-vernacular schools. All teachers engaged in an Anglo-vernacular school of this division declare that boys who have to learn the reading and writing of English, with some grammar by the side of reading, writing and arithmetic in the vernacular cannot be worked up to the Education Commission's requirements in arithmetic for the upper and lower primary examinations, in those sections of the school which have hitherto been recognised as the upper and the lower primary sections. It may safely be said that a boy pursuing the ordinary curriculum of any Anglo-vernacular school of this division would not be equal to passing in the arithmetic laid down for the lower primary examination until he was through the 6th class which is regarded here as the head class of the upper primary stage, and that he would not be equal to passing in the arithmetic laid down for the upper primary examination until he was through the 4th class, that is to say, until he was only a year short of going up for the middle class Anglo-vernacular examination. The fact is, the upper and lower primary examinations do not suit our Anglo-vernacular schools as these schools have been ordered and arranged for many years past, though they suit well enough our vernacular schools.

6. The results of the Calcutta University Entrance Examination and of our Middle Anglo-vernacular Examination have not yet been published, but all the nine High Schools of the division sent up candidates for the former, and seven of the nine sent candidates for the latter, St. Peter's and St. Paul's Schools, which are schools for Europeans, not preparing boys for our departmental examinations. According to the returns, the average collective roll of the first or entrance classes of the nine high schools has been 130 scholars, and the number of scholars that were allowed to go up for the Entrance Examination was exactly 100. Last year these same nine schools furnished candidates for the same examination, or 14 fewer candidates. Last year 43 or exactly one-half the candidates passed.

7. Seven only, as before said, of these nine High Schools prepare students for the Middle-Class Anglo-vernacular Examination, the third being the class which works up to the standard of that examination. The average collective roll of the third classes of these seven schools has been 231 scholars for the year. The number of third class students that were allowed to go up from the seven schools to the examination was 185. For the corresponding examination of 1883-84 from these same seven schools 151 candidates went up, of whom 92 or 61 per cent. passed. The increase of 34 in the number of candidates this year is satisfactory, and if when this year's results are published they also show 61 per cent. of the increased number to have passed; there will not, I think, be much reason to complain.

8. Excluding figures referring to St Peter's and St. Paul's Schools for Europeans which are examined by special standards, the returns show for the remaining seven High Schools of the division that 153 boys out of 363 examined passed the Upper Primary Examination, and that 220 boys out of 414 examined passed the Lower Primary Examination. Passing the Upper and Lower Primary Examinations means in these High Schools and other Anglo-vernacular Schools of the division earning promotion from the 6th class to the 5th and from the 7th class to the 6th at the half-yearly examinations, summer and winter, held within the schools by the head masters and their assistant teachers, the 5th class being reckoned as the commencing class of the middle stage of Anglo-vernacular instruction, the 7th class being reckoned as the highest class of the lower primary stage of such instruction, and the 6th or intermediate class being reckoned as forming by itself the upper primary stage. The subjects in which these 6th and 7th classes are examined are:

Class VI.—English reading and construing into the vernacular from Laurie's English text called Oriental Reader No. III., or from other Third Reader, the books differing in different schools, writing, dictation from the same, parsing, and elementary English grammar.

Orientals.—Reading Urdu from Chand Pand, Rájá Shiva Prasad's Urdu selections, Ain-a-Tárikhnumá, and Urdu version of the Sanitary Primer, with Urdu grammar: but most boys learning Urdu have begun Persian in this class and some are well advanced in the language. Writing Urdu dictation exercises. Hindi reading from the easier parts of Rájá Shiva Prasad's Gutká, the Bhojprabandhsár, and from the Itihas Timir-Nashak and Hindi version of the Sanitary Primer : some few of the boys of the 6th class begin Sanskrit. Writing Hindi dictation exercises. geography (—) outlines of the world, and India in some detail, from the Urdu or Hindi versions of the middle-class geography, or Itr Jugráphiá or other similar book History of India (—) Ain-a-Tárikhnumá or Itihás Timir-Nashak, generally down to the reign of Akbar. Arithmetic—the compound rules, and in some schools easy vulgar fractions as well.

Class VII., English.—Reading and construing into the vernacular from Laurie's Reader No. II, or other second English Reader, writing dictation from the same, pointing out parts of speech.

Orientals—Urdu.—Reading Urdu from Haqaiqul Maujudát, Bahár-i-danish, Dastur-ul-Másh, or other easy book, and from the Urdu version of the Sanitary Primer. Qavaid Urdu, part I: but boys learning in this class have often begun Persian, writing Urdu dictation exercises. Hindi—Reading Hindi from the Vidyánkur, Bhojprabandhsár, or from other easy Hindi book, and from Hindi version of Sanitary Primer. Bháshá Chandrodaya (grammar) early part. Writing Hindi dictation exercises. Geography—Map of the North-Western Provinces and Oudh, with outlines of India from Jugráphiá Geti; Urdu or Hindi versions. Arithmetic—The 4 simple rules and in some schools addition and subtraction of money and weights (Indian and English) as well.

9. As regards the percentage of marks which head-masters take as qualifying for promotion out of these two classes (VI and VII) into the next higher class, it may be said generally that head masters require that 33 per cent. of full marks be obtained in each of the three subjects—English, Orientals, and Arithmetic, and 25 per cent. of full marks in History and Geography, with a minimum of 40 per cent. of the total marks for the four subjects : but they often promote boys on probation who score a little short of these percentages, provided they have been regular in attendance and may be expected to make up deficiencies during the next half year.

10. I think that I have said now all that there is to be said about these upper and lower primary examinations in High and other Anglo-vernacular Schools. They are not identical with the upper and lower primary examinations held of vernacular schools, but they serve their purpose of testing the progress of boys towards the standard of the Middle-Class Anglo-vernacular Examination, just as well as the latter serve theirs of testing the progress of boys towards the standard of the Middle-Class Vernacular Examination. The Education Commission have recommended that the upper and lower primary examinations—essentially examinations in vernacular—should not be made compulsory, and in making that recommendation they must have had distinctly in view, as I think, the difficulty of applying such examinations to Anglo-vernacular Schools.

11. I may now give some particular account of each of the High Schools in the division, or at any rate of six of them. Of the remaining three—the Agra Collegiate School—the St. Peter's High School, and the St. Paul's Orphanage School, you have no doubt received reports from other hands.

Muttra Zila School (High).—The four new class-rooms, that were erecting for this school at the time of the last report, were completed during the year and have greatly increased the accommodation, though the noise made by the labourers while the building work was in progress somewhat interfered with the teaching. But a more serious interference was the fever which appeared in Muttra in September and lasted until January. Both pupils and teachers suffered greatly, and on some days the attendance in the school was not more than 40 per cent. of the roll. The 2nd master and the head Maulvi, both of whom have teaching to conduct for the Entrance Examination and the Middle-Class Anglo-vernacular Examination, were absent for several weeks sick, and had not those public examinations been postponed till April the Muttra Zila School would assuredly have shown very poorly in the results. I inspected the school in the first week of November, and even then more than 50 per cent. of the enrolled pupils were absent, and many of those that were in attendance, and some of the teachers too, had evidently not recovered their health. I held but short examinations of the classes, as most of the boys present were too ill to work. However, at the end of January, the head master was able to report to me that he had then an average daily attendance of 89 per cent. of the roll, but this average for the whole year has been 10 per cent. less. The average roll for the year has been 346, and the actual roll on the 31st March last was 359, or 50 more than on the same day last year. Corresponding to this increase of roll there has been an increase of the fee-income of the school, the fees for the year past having amounted to Rs. 2,573 against Rs. 2,234 received in the year previous. The total expenditure upon the school for 1884-85 has been Rs. 7,235. The fees therefore meet over 35½ per cent. of the total expenditure. The entrance class for the year originally consisted of 12 students, but by the 1st of July withdrawals had reduced it to nine. One of the nine,

the most promising student of the class, died in December last, so that eight only went up for the Entrance Examination in April. In the 3rd class of the school—the class that goes up for the Middle Class Anglo-vernacular Examination—the average roll of scholars for the year has been 26, but at the time of the examination the class consisted of 25. All these were sent up as the head master here, Babu Atma Ram B.A., made no selection from the class, as most other head masters do, of boys to go up for examination. If there be many failures to pass, the poor result may well be excused as both pupils and teachers of the class suffered long from illness. Owing to this sickness, too, the head-master was able to promote during the year only 15 boys out of 33 from the 6th class to the 5th, though a better proportion 28 out of 35 from the 7th class to the 6th, and these 15 and 28 boys are put down in the returns as having passed the upper and lower primary examinations. The school is flourishing and well managed, and as regards its cost, pays with its fees probably as good a proportion thereof as any school in these Provinces. The boarding-house attached to the school has 43 inmates, of whom 17 are stipendiary or hold scholarships. The superintendent is the 3rd master of the school, Babu Ram Dayál, whose management of his charge is still, as it always has been, quite satisfactory.

Zila School, Etáwah (Hume's High School).—The statistical returns from this school show for the year past a steady increase of prosperity and progress as they have done now continuously for many previous years. The roll-number of scholars has increased from 369 to 401 during the year, the average roll from 341 to 383, and the average daily attendance from 299 to 339. The fee-receipts have increased from Rs. 1,618 to Rs. 1,884. But the fees of this school have been levied for many years at half the rates levied in other zila schools of the higher grade, though during the past year the head-master has made an advance in the rates. In all zila schools the rates of fees vary with the section of the school, high, middle or primary in which the boys may be. In other zila schools of the higher grade the rates are Re. 1 for the high section, 12 annas for the middle section, and 8 annas for the primary section. In the Etáwah school the rates being just half these the fee-income compares very unfavourably with that realized in the Muttra zila school. During the past year the head-master has made all boys newly admitted and all boys promoted from one section to another pay the higher rates of the Muttra school, and the steady accession of pupils which has taken place notwithstanding this raising of fees shows that the higher rates may safely be introduced throughout the school, and accordingly they will be introduced from the 1st July next. I inspected the school very closely in January last and examined several of the classes. A half-yearly examination of the school had been held by the head-master in the middle of the November previous, and the classes, except the 1st and 2nd, had all been reconstructed about six weeks. The standard of studies laid down for the various classes had not therefore been anything like fully attained; but considering the short time that most of the boys in a class had been engaged on the prescribed work of that class, I was fully satisfied with the proficiency shown. The teaching is good throughout the school, for Mr. DeMello, the head master, who is perhaps the most experienced school master in these Provinces, and who combines with his knowledge of teaching and school management experience also, is inspecting other people's teaching and will not suffer anything but good and sound work in his school. With an insufficient staff and with classes all overcrowded he has a very hard task to perform: but nobody can go into the school without seeing how well ordered all the classes are, or examine a class without observing how very equal the instruction is throughout it. Boys from this school of course may find in public examinations as boys do from other schools, but no boy passes through the school without having had the very best done for him, in the way of teaching, to make him learn. The entrance class of the year originally consisted of 15 scholars, and 10 of these went up for matriculation in April last, but much success is not anticipated for them, as though generally painstaking and diligent they are rather old for entrance candidates, and have not much natural ability. When I examined these young men in January last, I found them mostly accurate in book-work and the mechanical parts of their studies, but oral questions appealing to their intelligence were either met with silence or elicited answers that were away from the point. I have known a worse class, however, meet with a fair share of success in the Entrance Examination. For the Middle-Class Anglo-vernacular Examination there went up from the 3rd class, which had averaged for the year a roll of 49 scholars, as many as 52 candidates, that being the full number of pupils in the class at the date in April when the examination was held. For the same examination of 1883-84 this school sent up 20 candidates, of whom 11 or 55 per cent. passed. Out of the 52 sent up this year one can hardly expect a better percentage to pass. I examined this 3rd class in January last. It then contained 54 scholars in two parallel, not progressive, divisions, one under M. Hira Lal, the 2nd master, and the other under M. Hardev Prasad, the 3rd master. I examined both these divisions, and could discover no difference between the two, the answering in both being equally satisfactory. Both divisions had been well trained, but some boys of each division had not at that time advanced quite so far in the class studies as others. Promotions from the 6th class into the 5th, and from the 7th class into the 6th, have taken place twice during the year, once at the half-

yearly examination held in May, and a second time at the half yearly examination held in November. At these two examinations 66 boys were examined in the 6th class and 44 received promotion, and 70 boys were examined in the 7th class and 55 received promotion; or, as is shown in the returns, 44 boys passed the upper primary examination and 55 the lower primary. The boarding-house was full to overflowing throughout the year; the average number of inmates having been 62, too many for the quarters to accommodate properly. By the end of March, however, resignations had reduced the number to 46, as many as either the space or the service available will suffice for. Full as the boarding-house has been during the year, the health of the boarders even in the most sickly season was good, and save that some 19 of them towards the end of the year set up some fancied grievance and went off in dudgeon their general behaviour has been good too. This is what Mr. DeMello says of the school cricket club :—" I am under obligation to the gentlemen of the station for a donation of Rs. 115 to the school cricket club, Major Buller, the Superintendent of the Police, heading the list with a subscription of Rs. 30. During the winter months several matches were played with varied success : one with the Allahabad Muir College eleven, three with soldiers passing through the station *en route* to and from Morar, and one also with the station. These matches have had the good effect of creating a strong desire for the game both among day-scholars and city lads, and independent clubs have been formed, and cricket has now become the common game all over the city. In February and March whatever street or road one passed through some rude imitation of the game was sure to be seen." Mr. DeMello also says :—" I cannot but express my gratitude to Mr. Hume for his extreme kindness and liberality in endowing the school with a handsome annual prize to be called the DeMello prize, and to be given to the boy who, being under 16 years of age, passes the best Entrance Examination from the Etáwah High School.

Zila School, Farukhabad (High).—The head master of this school was changed during the year, the present head master M. Hardev Prasad having received charge of the school from the 1st July, when the school re-opened after the summer vacation. The 2nd and 3rd masters were also changed. Pandit Dulari Lal, who was 2nd master, was transferred on the same pay (Rs. 60.) to the 4th mastership of the Etáwah High School, which had fallen vacant, and Pandit Devi Prasad, who had previously been head master of the Fatehgarh Aided School, was transferred to Pandit Dulari Lal's place in this school. On the 1st September the 3rd master of this school was chosen by the District Board to take charge of the Fatehgarh Aided School, and this transfer gave a step of promotion *sub. pro tem.* to all the lower masters of this school, the lowest mastership being filled up by the appointment of an ex-student of the school, who had passed the Entrance Examination in 1883. When M. Hardev Prasad assumed charge of the school he found that though 202 students had stood enrolled on the register at the beginning of the vacation, only 166 of these put in an appearance after the vacation. By the close of the year the roll had increased to 176, and the school return shows that the average roll and the average daily attendance for the past year have been 178 and 142 scholars respectively, with fee-receipts amounting to Rs. 1,629. The corresponding figures for the year preceding were: roll at end of year 207, average roll 204, average daily attendance 178 and fee-receipts Rs. 1,567. By a comparison of the two sets of figures it is seen that there has been a decrease of attendance, but an increase in the amount of fees received. The decrease in attendance is not to be regretted, for in Pandit Baldev Prasad's time the school-building was overcrowded, as, indeed, it is now with the smaller attendance of pupils. I examined the school towards the close of January and found all the classes very fairly up in their studies. I thought the 2nd class, however, a very poor one, and I found in the 3rd class—the class for the Middle-Class Anglo-vernacular Examination—some boys very discontented. The head master had held an examination of this class in November, and finding that 12 of the class did conspicuously better than the other 17, he divided the class into two sections, an upper section A and a lower section B, telling the 17 boys put into the latter that unless they worked hard and made considerable progress between that time and the time when he had to make up his list of candidates for the Middle-Class Anglo-vernacular Examination, he should be obliged to exclude their names from the list. They did not like this at all. They thought that the mere fact of their being in the 3rd class entitled them to go in for the Anglo-vernacular Examination whether the head master thought them fit for the trial or not. They sent me two petitions on the subject and made a great grievance of the head master's action. When I came to the school and entered the 3rd class, one boy presented to me a counterpart of these two petitions, but I set it on one side and proceeded to examine the class. I gave the whole class, both sections, some test questions in their subjects which they worked out before me and when I came to look at their answers I found that the head master had been quite right in his estimation of the comparative proficiency of the two sections. I thought, however, that besides the 12 of section A, some three or four others from section B might possibly before April so work up as to have a chance of passing the

Anglo-vernacular Examination. I ordered the head master therefore to hold another examination of the whole class and to send me the results. This he did and finally I selected 18 of the class, the 12 from section A, and 6 others from section B, to go up for the departmental examination of April. The remaining 11 of the 29 I rejected as they all failed badly in two subjects and most of them in three. For the Entrance Examination of April last 16 boys went up out of a class originally consisting (January, 1884) of 22, but for the official year 1884-85 averaging a roll of 17. At the Entrance Examination, of 1883-84 this school did not meet with much success, passing only three candidates out of 11 sent up, with no first divisioner among the passed. It is hoped that the success may have been better at the Entrance Examination of April last. I have already said that 18 boys from this school went up for the Middle Class Anglo-vernacular Examination, but two of them being caught helping each other during the examination were disqualified for a pass by the Director of Public Instruction, though not prohibited from appearing again next year. This school was conspicuously successful in the Middle Class Anglo-vernacular Examination of 1883-84, passing 17 out of 21 condidates, 8 in the 1st division and 9 in the 2nd. From the 6th class which has averaged a strength of 45 scholars 21 were promoted to the 5th class within the year, and from the 7th class which has averaged a strength of 32 scholars 17 were promoted to the 6th class. The pupils of the primary section of the school are now pretty equally distributed among the five classes composing the section, and this is an improvement upon the state of things some two or three years ago when the distribution was very unequal. The boarding-house attached to the school contained 42 inmates at the end of the year, an increase of 8 since the 1st of July when the present head master assumed charge of the school. Eighteen of the 42 were in receipt of scholarships and 24 were non-stipendiary. Some of the boarders suffered severely from the fever which prevailed in the autumn in Farukhabad as in other districts. These sick boys were allowed to go home to recruit, but one of them died while away. The head master is himself superintendent of the boarding-house, but as there is no house on the premises for him to live in, the boarders are left entirely to themselves at night. A superintendent's house is a great desideratum. The head master reports of the boarders that their conduct has been generally good and that most of them are industrious. Fees in this school are levied at the superior rates charged at the Muttra High School, and shortly to be introduced at the Etáwah High School, *viz.*, Re. 1 for the high section, 12 annas for the middle section, and 8 annas for the primary section, and the fee-receipts for the year Rs. 1,629 have covered 28½ per cent. of the total cost of the school, Rs. 5,705. In the Agra Collegiate School fees are levied at lower rates than those mentioned, and the fee-receipts there for the year Rs. 3,155 have not amounted to more than 18½ per cent. of the Rs. 17,027, total cost. The trade and business of Farukhabad have been steadily diminishing of late years and people there are much worse off than they used to be. I doubt whether any higher rates of fees than those now charged could be levied in the Farukhabad High School, at any rate without causing very loud complaints.

St. John's Collegiate School (Aided).—The roll of scholars here has increased during the year from 488 to 509, and its average monthly roll from 449 to 475, but notwithstanding this increase of roll the average daily attendance has declined from 450 to 438, a decrease which I cannot explain as the Rev. Mr. Pargiter, the Principal of the Institution, has not explained it to me. The division of the roll at the end of the year was 34 in the high stage, 109 in the middle stage, 108 in the upper primary stage and 258 in the lower primary stage. The total cost of the school according to the return made to me has been Rs. 16,140, of which the provincial grant-in-aid has supplied 4,800 or 29¾ per cent., and the scholars' fees have supplied 1,800, or about 11 per cent, the rest being met from Church Mission Society's funds. The entrance class for the year originally containing 26 students, but not averaging more than a strength of 19, sent up 17 candidates for matriculation in April last. Probably, if the school has its usual success, about half of these will pass. In the Middle-Class Anglo-vernacular Examination of 1883, this school, which at the same examination of previous years, had been very unsuccessful, took a turn for the better and showed a most respectable result, passing 14 out of 20 candidates sent up. For the Anglo-vernacular examination of April last a 3rd class of 28 was in the first instance formed, but the average number of the class has been 21 for the year. The actual number that went in for the examination was 19. Promotions from the 6th class to the 5th, and from the 7th class to the 6th, were made twice during the year, on the results of two examinations held within the school, one in May and the other in December. In May the number of examinees from the 6th class was 36 and 18 of them were promoted: and the number of examinees from the 7th class was 69, and 32 of them were promoted: in December the number of examinees from the 6th class was 39, and 10 of them were promoted, and the number of examinees from the 7th class was 54, and 20 of them were promoted. The results of the two half-yearly examinations combined give 28 boys promoted from the 6th to the 5th class, and 52 boys promoted from the 7th to the 6th class, and these two groups of promoted boys are entered in Form 4 as having passed the upper and lower primary examination respectively. In this school more than half the large roll of scholars

is congregated in the lower primary section. In the Agra Collegiate School there is no class below the 7th—classes lower than that having been cut off. But in the St. John's School there are 202 boys in classes below the 7th, and if these boys were to be cut adrift it is difficult to see where they could be accommodated as all the other schools of Agra likewise have their lower primary sections much overcrowded, with out having the same available space as St. John's. The getting rid of all elementary classes from High Schools is really not so easy a matter as is supposed.

Victoria High School (Aided).—This is another High School of Agra that has more than half its roll of scholars congregated in the lower primary classes, the distribution of the roll on the 31st March last being high stage 14, middle stage 83, upper primary stage 32, and lower primary stage 197, making a total roll of 326 which is 8 more than the roll returned for the year of the last report. A more satisfactory increase has taken place in the average daily attendance which has risen from 247 to 272. The total expenditure upon the school has been Rs. 9,033, of which Rs. 4,200 have been covered by the provincial grant-in-aid, and Rs. 1,173 by the scholars' fees. The rest, Rs. 3,660, was met from a fund maintained by allowances, rather irregularly paid, from the Bhartpur and Jaipur Darbars, and from the subscriptions still more precarious of a few native gentlemen. I visited the school twice during the year, and held cursory examinations of one or two classes in the middle and lower parts of the school, and about six weeks ago I held a more formal examination of all the classes. I cannot find any great fault with the instruction. Though not of very high quality, since the managers cannot afford to pay for very qualified teachers, it is still, as I have often said, of passably efficient character, and has been improving for the last four years, especially in the subjects of arithmetic, history and geography, the first of which subjects used to be taught in very poor fashion, while the other two were almost entirely neglected except in the classes preparing for public examinations These subjects now receive much more attention and are taught more systematically throughout the school. Whenever I go into the school, whether by surprise or with notice, I find the classes steadily at work and good order prevailing. The entrance class for the year (made up in January, 1884, as all entrance classes in these provinces were) had at first seven students in it, but one of these left and the average strength of the class has been six, of whom five went up for the Entrance Examination of April last. This class was really not a bad one when it was formed, but whether the promise it then gave has been realized at actual matriculation it remains for the forthcoming results of their examination to show. The class for the next Entrance Examination which I examined a few weeks ago consists of nine students and is a fair one in all its subjects, though one boy is decidedly inferior to all the rest. Six of the nine had passed the Middle-Class Anglo-vernacular Examination of 1883, and these when they come to matriculation ought certainly to pass. For the Middle-Class Anglo-vernacular Examination from a 3rd class, averaging a roll of 29 for the year, 22 candidates went up in April last, the largest number that has ever gone up for the same examination from this school. There will be probably a good many failures, though not an altogether disgraceful result. From the 6th class to the 5th class 13 boys were promoted during the year from a 6th-class average roll of 29, and from the 7th class to the 6th class 22 boys were promoted from a 7th-class average roll of 31. As for other Anglo-vernacular Schools so for this school these promoted boys are entered in Form 4 as having passed the Upper and Lower Primary Examination. The course of studies in this school is almost an entire copy from that of our zila schools, but owing to want of funds the managers of the school are not able to employ teachers who can work it out so thoroughly as it is worked out in the Etáwah and Muttra zila schools for instance. The managers of the school began very ambitiously and first started the institution as an Arts College with High School attached, but in a few years the state of their finances forced them to see that anything above a High School was beyond their means. They now find it difficult to maintain even a High School.

Mission School, Mainpuri (Aided).—This school came under a grant-in-aid from the Local Fund Board in 1883 on the condition of working up to the matriculation standard. It had previously been a middle school unaided. On receiving the grant the Missionary managing the school appointed the Rev. Mr. Brown as its head master to work the school up to the status of a High School, and he succeeded by December, 1883 in passing four boys from the entrance class which he had formed. This gentleman left, however, during 1884, and a Native Christian head master was appointed in his place. The new head master has passed the F. A. Examination, but he has not the qualifications of his predecessor, and consequently is paid a smaller salary. The school is not simply an Anglo-vernacular High School. It has both a Persian and a Hindi department as well as its Anglo-vernacular classes, the Persian department working up to the standard of the Middle-Class Vernacular Examination, the Hindi department to a lower standard. The expenditure on these three departments is shown amalgamated together in Form No. 4. I visited the school in February for the first time, and examined several of its classes. I found that in the Anglo-vernacular department the standard of studies in the classes below the 4th was some-

what lower than that prevailing in classes of the same numerical order in other High Schools. It will probably take a year or two before instruction or classification here are brought quite to correspond with the same things in a Government High School. Nor does the instruction and classification in the Persian department correspond with the instruction and classification of our middle vernacular schools. In the head class of the Persian department a few boys are worked up for the Middle-Class Vernacular Examination, but in classes below that our ordinary vernacular school course is not adhered to. I was not at all dissatisfied, however, with the results of my examination of the school, for I found the tuition so far as it went to be tolerably efficient throughout, in fact very much better than I expected to find it. Evidently there had been a very strong endeavour on the part of the staff to show a good year's work to me. The entrance class of six did not strike me as a very strong one, but I dare say two or three of them may have passed. For the Middle-Class Anglo-vernacular Examination from the 3rd class of the school 10 boys went up out of 11 in the class at the time, and another five from the head class of the Persian department went up for the Middle-Class Vernacular Examination, the average roll of boys preparing for these two Middle-Class Examinations having been 18 for the year. The results of both examinations are awaited. The head master considers that only one boy out of eight examined passed the standard of the Upper Primary Examination and that five only out of eight examined passed the standard of the Lower Primary Examination: but results will improve as the instruction throughout the school is brougt more into conformity with departmental standards. The fees vary according to the class, and range from one to two annas a month, and have amounted for the year to Rs. 450. Some free scholars are allowed, and on the day of my visit I ascertained that there were then 12 such free scholars in the school. These Rs. 450 fees, Rs. 1,800 Local Fund Grant, and Rs. 2,815 supplied from Mission funds, have covered the total cost of the school, Rs. 5,065; that is, the fees have supplied 9 per cent., the Local Grant-in-aid 36 per cent., and the Mission funds 55 per cent. of the total expenditure. The neighbouring zila school, which is only of middle grade, but has for some years past prepared boys for the Middle-Class Anglo-vernacular Examination with considerable success has supplied and will probably still continue to supply this school with good material for its higher section. But if the head-master here is not successful in regularly passing boys through the Entrance Examination, boys from the zila school will not come to him, but will prefer to go to Etáwah, Agra, or Aligarh. Nothing but very continuous success in the Entrance Examination would, as I think, justify the Local Board in continuing their grant to this school seeing that the condition of the grant was that the manager should supply tuition of such a quality that boys from the city and district of Mainpuri might confidently come to it to get themselves ready for matriculation and so avoid the inconvenience of going into other districts for the purpose.

Mainpuri Zila School (Middle).—Three teachers of this school have died within the last 12 months, and there is no doubt that the school, both teachers and pupils, suffered very severely from sickness during the year. I visited the school in February, and even then it was apparent that many of the boys had not recovered their strength. I examined the school throughout, and though in all the classes some of the boys had not made quite the progress in the class-studies that they ought to have made by that time of the half year, the general performances were such as to preclude dissatisfaction. The head class of the school—the class for the Middle-Class Anglo vernacular Examination—had 17 boys in it, and eight of these did well before me, and four others fairly, the others were somewhat inferior. The class was finally represented in the Middle Class Examination of April by 15 boys. The two other classes in the middle stage, containing 24 and 23 boys respectively, did very well, and are good preparatory classes. Each should supply in its turn some good material for future Middle-Class Examinations. From the 6th class of the school 21 boys passed during the year from the upper primary stage to the middle stage of Anglo-vernacular instruction, and from the 7th class 22 boys passed from the lower primary to the upper primary stage. I found the two lowest classes of the school the 8th and the 9th for the most part very well prepared in their work. These classes generally please me, for the head master gives them much supervision and sees that the teaching they receive is sound and methodical. The school is really in very good order, and as far as tuition goes is the best Middle Anglo-vernacular school in my division, and not much inferior, I should say, to the best in other divisions. The roll of the school had risen to 155 at the end of the year from 149 at the beginning of it, but the average roll for the year was 159, and the average daily attendance 145. The fees for the year have amounted to Rs. 508, and the total expenditure has been Rs. 3,199; thus the fees have furnished about 16 per cent. and the Local Funds 84 per cent. of the total cost of the school. The school building is a small one, and was built for the accommodation of only 100 boys. It is overcrowded with its present number (155), and if more admissions are to be made the building will have to be extended, or else some branch schools will have to be established, which so far as I can make out will be a more expensive affair than extending the zila school building. The boarding-house attached to the school had at the end of the year 34 inmates, 18 stipendiary, and 16

self-supporters. There is only proper accommodation for 25, the boarding-house having originally been designed for that number, but applications for admission are very numerous, showing that there might easily be some 60 boarders if there were only room for them.

Etah Zila School (Middle).—Here too the school-building was constructed to accommodate about 100 pupils, and the school has seldom had a roll of many more pupils than that. But for the last three years or so a patwari and a kanúngo class, under the control and direction of the Agricultural Department and the Collector, have been established within the zila school building, and a portion of the space has been set apart for them In some months of the year there have been from 25 to 30 young men attending in these two classes under a special teacher, not on the establishment of the zila school proper and paid by Rájá Shankar Singh of Bilram, and I need scarcely say that these extra occupants of space are rather in the way, but as the Rájá's father erected the whole of the school-building at his own cost, it would be rather an ungracious thing to object to their presence. The zila school proper had a roll on the 31st March last of 108 scholars, of whom 33 were in the middle stage of Anglo-vernacular instruction, 12 in the upper primary stage and 63 in the lower primary stage. The roll at the close of the previous March was 94, so that there has been an increase of 14 scholars made in the roll during the year of report, and the same increase in the average daily attendance which has risen from 67 to 81. Corresponding to this increase of roll and attendance there has been a rise in the receipts from fees from Rs. 267 to Rs. 326. The total cost of the school has been Rs. 3,280, the fees therefore have met very nearly 10 per cent. of it. I examined the school on the 17th February last and found 95 boys present in the school. I found the head class of the school—the class for the Middle-Class Anglo-vernacular Examination—to consist of seven boys, five only of whom however were present. These five boys did fairly well before me in all their subjects, and I thought they all had a tolerable chance of passing their examination. The whole class of seven finally went up, but how they have fared is not as yet known. The next two classes—the 4th and 5th—containing 15 and 10 boys respectively also did fairly well, rather more than half the class in both cases answering my questions satisfactorily. The 6th and 7th classes, containing 10 and 12 boys respectively, I found in better condition than I have usually found these classes in at this school. They both did very well, and I thought eight of the one class and nine of the other, both good proportions, were fit then for promotion to the next higher class. No doubt they were promoted at the end of school session in May. The number of boys promoted during the year of report from the 6th to the 5th class or from the upper primary stage to the middle stage was 11, and the number promoted from the 7th to the 6th, or from the lower primary to the upper primary stage was 17, and these promoted boys will be found entered in Form 2 as having passed the upper and the lower primary examination. The lowest two classes of the school, the 8th and 9th, have suffered somewhat from the long absence on sick leave of the 3rd English teacher, who used to give a couple of hours a day to these classes. The small officiating allowance from this absent man's pay is not sufficient to engage the services of an efficient substitute. The head master, however, has himself done as much as he could for the classes by giving them occasional lessons, whenever he could spare time from the classes coming under his more immediate instruction. I was much better pleased with the state of this school in the past two years than in the two years preceding as regards both order and tuition. The school has improved in both respects, and would still further improve could I get a competent man to fill the place of the absent third master. The boarding-house attached to the school had 35 inmates at the end of the year, 22 of whom held scholarships, the remainder wholly supporting themselves. They are under the superintendence of the head-master who reports favourably of their behaviour and industry, and further says that their health was generally good. I may mention in conclusion that from the kanúngo and patwári classes held within the school-building three passed the kanúngo examination, and 20 passed the patwari examination during the year.

Fatehgarh Committee's School (Aided).—In this Middle Anglo-vernacular School there has been a change of head masters during the year, or rather two changes, but the new man who first came stayed only five weeks. The head master now in charge, Pandit Din Dayál, came from the third mastership of the Farukhabad zila school, and assumed office here in September last. He has carried the school on fairly well and I believe the local authorities are satisfied with his management. I examined the school in January last, and found the various classes in good order, and that the tuition in them had been methodical and tolerably successful. The weakest point in the instruction is arithmetic, but so it has always been: and the munshís engaged in the school make not the boys begin Pérsian too soon without giving them sufficient teaching in the vernacular Urdu. The present head master had not yet had time to rectify these shortcomings, but he should not let them go on any longer. The school was in a bad state both in instruction and in discipline for some years, until the middle of 1882, in fact, when Pandit Devi Prasad, who

remained here as head master for two years, took charge of it. He improved the school considerably, and the present Headmaster received it in very fair order. I hope it may go on improving under him. The school return for the year shows improved statistics: the roll of scholars at end of year having risen from 163 to 191, the average monthly roll from 151 to 176, and the average daily attendance from 121 to 137, and the fee-receipts from 363 to 464. For the Middle Class Anglo-Vernacular Examination six boys, out of a class averaging nine for the year, went up and I hope some of them at least have been successful; for I can say this that they all had a good deal of pains taken with them. From the upper primary stage to the middle stage seven boys received promotiom during the year, and seven also from the lower primary stage to the upper primary stage. The backwardness in arithmetic which I have noticed preventing the promotion of more boys. The Local Fund Grant-in-Aid to the school is Rs. 1,008 yearly, and the Municipal allows it Rs. 720. These grants, with some Rs. 37 a month subscriptions, and Rs. 6 a month interest on Government Promissory Notes belonging to the school, give an ample income to support it on its present status.

Mufid-i-Am School (Aided).—This Middle Anglo-Vernacular School, with its roll of 511 on the 31st March last, exceeds in number of pupils any school of the Division, but 416 of the 511 were in the VII and lower classes or in the lower primary stage of instruction. The lowest class of all contained 220 boys, learning the merest rudiments both in English and in the vernacular. I examined the school in November last, and then found 211 boys on the roll of the lowest class, and there has been an increase since: in fact, the roll of the school had, by the end of March, increased by 30 since the time of my visit. Not the whole of this immense roll of scholars is present in the school every day: still the average daily attendance in the school has been 404 for the past year, an increase of 77 upon that of the year previous. The school has not grown proper supervision by the head master who, having now three classes in the middle stage, numbering 71 boys to teach, is unable to give the time to the lower classes which he could give three years ago, when his middle classes had only some 25 boys in them. The Manager of the school can only afford to pay very small salaries—insufficient to secure anything but very poor teaching: and yet on examination the classes do much better than one could expect. Throughout the primary sections of this school as in other Anglo-Vernacular School there is backwardness in arithmetic, and little attention is paid to the teaching of geography, the promotion of boys up the school being determined by their progress in English. It is not till one comes to the middle classes that one sees that the course of studies pursued down below really gives a boy who works through the middle classes with industry a very good chance of finally passing the Middle Class Anglo-Vernacular Examination. The head master was very successful with his boys at this examination both in 1882 and in 1883, the only two years in which he has sent up boys, passing five out of a class of six in the former year, and again five out of a class of seven in the latter year. For the examination of April last, he sent the whole of his III class of 19; and judging from the work shown to me by these boys in November last, I should think a fair proportion of them will be found to have passed. At the two half-yearly examinations, summer and winter 29 passed up from the VI class to the V, and 43 boys from the VII class to the VI, out of 51 and 63 examined for such promotion; but some of these on receiving promotion went to join the Agra Collegiate School. The rates of fees in the school are 4 annas for the three middle classes, 3 annas for the two succeeding classes, and 2 annas for the rest of the school; but in all classes there are some boys who pay no schooling fee. On my visit to the school in November, there were 106 such free boys on the roll. The amount of fees collected during the year was Rs. 722, and these fees with the Provincial Grant of Rs. 140 a month and a Municipal grant of Rs. 115 a month constitute the resources of the school. The school return shows "subscriptions" Rs. 60, but this means that the owner of the building in which the school is held remits every month Rs. 5 of the rental. The condition of the school is as good now as I can expect to see it, and much better than it was four years ago before the present head master, Pundit Kedar Nath, a retired Educational Officer, took charge of it.

Municipal School, Brindaban.—This is a small school of 65 boys, supported by a grant from the Municipality of the town, and by a few subscriptions from native gentlemen. It is entered in Form 2 as a middle school, but it can hardly be properly called so, as it has only eight boys who have passed beyond the upper primary stage and only five boys in that stage. It sent up, however, two boys for the Middle Class Anglo-vernacular Examination of April last. Four boys passed during the year from the upper primary stage to the middle stage, and five boys from the lower primary to the upper primary. I have generally been satisfied with the primary instruction in the school whenever I have seen it, but I do not see it in the past year being summoned back to Agra as I was approaching Brindaban. The head master of the zila school tells me too that the few boys that come to him from this school he generally finds fit to enter his VI or VII class. The school is held within the same building as the tahsili school of the town, but is quite distinct and separate from the latter. The Municipal grant to the school is Rs. 50 a month, and there are private subscriptions of between Rs. 25 and Rs. 30, and the scholars' fees amount to about Rs. 8. I

have entered the school in Form 2 as a school maintained by the Municipal Board, though, as there are some private subscriptions in part support of the school, it ought perhaps to have gone down in Form 4 as a school only aided by that body.

Mission School, Farukhabad (Unaided).—The head master of this school, the Rev. Mr. Rulach has sent me a return of statistics which I have entered in Form 4, but beyond doing this I can give no account of the school.

12. *Middle Schools, Vernacular, for boys.*—We count at the end of the past year 78 schools of this denomination with 1,052 scholars in the middle stage, 1,326 in the upper primary stage, and 3,696 in the lower primary stage or 6,074 scholars in all against 74 schools at the end of the previous year with 788 scholars in the middle stage, 1,247 in the upper primary stage and 3,410 in the lower primary stage or 5,445 scholars in all: or by comparison of percentages 17, 22 and 61 per cent. for 1884-85 against 14, 23, and 63 per cent. for 1883-84, in the three stages respectively. The average monthly roll in these middle vernacular schools has risen during the year from 5,189 to 5,717, and the average daily attendance from 4,473 to 4,821; the fees, too, have risen from Rs. 2,675 to 3,619. These contrasted figures show that vernacular schools of the middle grade in this division have made a very respectable advance in the important matters of attendance and fees. Ever since the institution of the Middle Class Vernacular Examination, the schools competing in it from this division have been considerably more successful than the schools from other divisions. In going over my districts last cold weather and in examining the great majority of middle vernacular schools, I did not discover any falling off in the quality of the teaching or in the general performance of the boys: on the contrary, in 56 of the 71 schools that actually competed in the examination of April last, I could see some improvement in these matters. My expectation therefore is that when the results, which we are now waiting for, are made known that this division will be found to have very fairly maintained its former position. The 71 schools that were represented in the examination of April last sent in between them 405 candidates. The average roll of scholars in the 1st classes of middle vernacular schools has been for the past year 429, so that the actual number of competitors was little short of the number that might have been expected to compete. In 1883 the number of schools represented in this examination was 67, and the number of candidates representing them was 252, of whom 169 or 67 per cent. passed. From the much larger candidature of April last, so good a proportion as 67 per cent. is hardly likely to have passed. Whatever the results of the April examination may be, I am quite certain that the instruction in the middle vernacular schools of this division is improving every year not only in classes 1st and 2nd, the middle classes of the school, but also in the upper and lower primary classes. The III and V classes of these middle vernacular schools are examined by the same upper and lower primary standards as the corresponding classes of vernacular schools that are purely primary, and the following table compares the results of the upper and lower primary examinations in middle vernacular schools for the past two years :—

year.	*Upper primary examination.*				*Lower primary examination.*			
	Number of pupils in Class III.	Number of pupils examined.	Number of pupils passed.	Proportion of examinees passed.	Number of pupils in Class V.	Number of pupils examined.	Number of pupils passed.	Proportion of examinees passed.
1884-85 ...	481	434	332	76·5	840	796	640	80·4
1883-84 ...	414	336	265	72·4	837	759	557	73·4

These figures indicate that primary instruction in these middle vernacular schools is improving, and my own inspections of the schools during the past cold season showed the same.

13. A few words on the middle vernacular schools of each district of the division here follow :—

Muttra.—The number of middle grade vernacular schools in this district is 13, *viz.*, one vernacular branch of the zila school, eight tahsili and pargana schools, and four middle halkabandi schools, containing on the 31st March last 1,144 scholars, of whom 143 were in the middle stage, 204 in the upper primary stage, and 797 in the lower primary stage. Of these 13 schools three not having any boys fit to sit for the Middle Class Examination of April last were unrepresented in that examination. The other ten sent in 53 candidates, but there were a good many doubtful candidates among them, and I do not suppose that the district will have done as well at the examination as it did the year before. The best vernacular school in the district is the branch of the zila school. It has a roll of 185 scholars and both in its middle and primary classes is in a highly satisfactory state. The whole of its 1st class, nine

scholars, went in for the Middle Class Vernacular Examination, and there are not likely to be many failures among them. The Sadábad, Shergarh, and Itaya schools come next for good tuition, though neither of the three had a very full 1st class in the past year to represent it at the Middle Class Vernacular Examination. The primary instruction in these three schools is very good. The tahsíli school of Aring is one that has much improved in the last three years both in attendance and in instruction. It passed a very good examination before me in November last, and probably the five candidates from its 1st class that attended the examination of April last, will show very fairly in the published results. The tahsíli schools of Kosi and Mahában are both large schools; the former with a roll of 100 scholars, the latter with one of 90, and both give good instruction in the primary classes, but in their middle classes neither of them passes satisfactorily. The fact is the elder boys in these two schools are very irregular in attendance, and hardly give the teachers a fair chance with them. I have known these two schools, do now and again very fairly in the Middle Class Vernacular Examination, but in most years they do very poorly.

Agra.—No halkabandi school in this district is allowed to form classes above the III, or to prepare boys for the Middle Class Vernacular Examination. The middle grade vernacular schools are the tahsíli and pargana schools of the district, 12 in number containing at the end of the year 815 scholars, of whom 141 were in the middle stage, 159 in the upper primary stage, and 515 in the lower primary stage of instruction. All these 12 schools sent in candidates for the Middle Class Vernacular Examination of April last, the total of candidates being 63, and if the schools as a body have done as well as they usually do a fair percentage of these candidates will come out successful. The best schools of the 12 are the tahsíli schools of Firozabad and Etmadpur, as regards both middle instruction and primary instruction, and both of them contain over 100 scholars. The instruction in nine of the ten remaining schools is also of fairly satisfactory quality, and the only school with which one can really find much fault, is the tahsíli school of Jagner, which only numbers 25 pupils, middle and primary classes together, and seems absolutely unimprovable, no matter what teacher is sent to improve it. The school that has shown the greatest improvement during the past three years is the tahsíli school of Fatehabad. It used at one time to be as good a tahsíli school as there was in the district, but from changes of teachers and from other causes it gradually slid down into very poor condition. It has now recovered somewhat of its former position, and for the past two years, both at my own and the Deputy Inspector's inspections, has shown a steady advance both in attendance and in instruction. It had a 1st class of ten boys for the Middle Class Vernacular Examination, all of whom went in, and as they were a very good batch of pupils, they ought to show very fairly in the results.

Etáwah.—The middle vernacular schools of this district are 13 in number, *viz.*, the Municipal branch of the zila school, with a roll on the 31st March last of 200 scholars, the five tahsíli schools of the district, with a collective roll of 354 scholars, and seven middle halkabanbi schools with a collective roll of 407 scholars, or an aggregate roll for the 13 schools of 961 scholars, the distribution of this roll being 147 in the middle stage, 201 in the upper primary stage, and 613 in the lower primary stage. All these 13 schools sent up candidates for the Middle Class Vernacular Examination of the year, the total number of such candidates being 70. I anticipate a fair amount of success for these candidates, as the schools from which they come have, as a body, done well in all previous examinations, though they have not before been represented by so large a number of candidates as went up in April last. The branch school and the Bakewar halkabandi school will certainly do well, as also will the small tahsíli schools of Bela and Jaswantnagar, as these 4 schools are in the hands of very good teachers, whose pupils not only this year passed a good examination before me, but have invariably done so for several years past. The Phaphund Tahsíli School is one that has considerably improved during the past year, both as regards instruction and attendance, a new teacher having been called to the charge of the school. I may state generally, with regard to the middle vernacular schools of this district, that the teachers engaged in them, while preparing boys with fair success for the Middle Vernacular Examination, give also proper attention to their lower classes, the primary instruction in these schools being for the most part very efficient.

Etah.—Six halkabandi schools, which the District Board denominate middle schools, the four tahsíli schools of the district, Etah, Kasganj, Aliganj and Jalesar, three pargana schools, Mahrehra, Dundwara, Sakit, and the Municipal Free School of Soron, make up a group of 14 schools, giving vernacular instruction of the middle grade in this district. These 14 schools had a collective roll of 1,438 scholars on the 31st March last, with 325 of them in the middle stage, 383 in the upper primary stage, and 730 in the lower primary stage. Of the six halkabandi middle schools three sent in no candidates for the Middle Class Vernacular Examination of April last, as none of the boys in their first classes had completed the prescribed course. The 11 schools represented in that examination sent in between them 111 candidates, of whom 90 came from the four tahsíli schools of the district. These four tahsíli schools will certainly show fairly well in the results, for they are as good tahsíli schools as there

are in my division, and have always hitherto taken a good place in the annual examination. The remaining seven of the competing schools will not do so well, but some few boys will pass from them. All the middle vernacular schools of this district are well attended, six of the 14 having a roll of over 100, four of them a roll of over 90, three of them a roll of over 80, and one only so low a roll as 60, the halkabandi school of Rajor, which the District Board has allowed to be classed as a middle vernacular school at the request of the Raja of the place, more as an experiment than from conviction that it will be able to steadily maintain its middle classes. The general condition of these middle vernacular schools is very satisfactory, both as regards the middle and the primary instruction, though the success that any one of them may secure in the public examination, may vary a little from year to year. My own inspection of these schools during the past cold weather, and the reports that I receive of them from the Deputy Inspector alike show that they are well-taught and efficient vernacular schools. The two halkabandi schools of Sahawar and Awa, which come among them have not done as well as the others at my two last inspections, but the fault is rather with the boys than with the teachers, for the registers of both schools show that a good many boys are absent every day. A noticeable feature in the middle vernacular schools of this district is the number of boys who study Urdú These outnumber the boys who study Hindí. The District return shows that the number of boys studying Urdú in the 14 middle vernacular schools of Etah is 786 against 764 studying Hindí. and in the candidature from this district for the Middle Class Vernacular Examination, the number of candidates who took up Urdú is 61 against 50 who took up Hindí. In every other district of the Division the number of Hindi learners in middle vernacular schools greatly preponderates over the number of Urdu-learners, and this used to be the case also in Etah until three or four years ago. The explanation of the change is, that boys in Etah from which district a large number of boys have in various years passed the Middle Vernacular Examination, have discovered that passing that examination in Hindi means merely a chance of becoming a village school teacher on Rs. 6, 8, or 10 a month, while passing it in Urdú means a chance of entering a revenue office, or some other branch of the public service offering prospects as regards pay and promotion much superior to those afforded by our vernacular school teacherships. In process of time, I suppose, we shall see the number of Urdú-learners increasing in the middle vernacular schools of the other districts of the division.

Mainpuri.—In this district 14 schools are returned as vernacular schools of the middle grade, *viz.*, the five tahsíli schools of the district, Mainpuri, Karhal, Shikohabad, Kuraoli and Bhongaon, and nine halkabandi schools; but the generality of these schools contain but very small middle classes, and in some three or four of them such middle classes are not continuously maintained from year to year. The collective roll of the 14 schools on the 31st March last was 857 scholars, of whom 128 were in the middle stage, 164 in the upper primary stage, and 565 in the lower primary stage. The halkabandi school of Kusumra, though classed among these middle schools was not represented in the Middle Class Vernacular Examination, as it had no first class at the time. The remaining 13 schools all sent up candidates, 47 between them, but with the exception of the three tahsíli schools of Mainpuri, Karhal, and Shikohabad, none sent up more than four candidates, and three of them only one candidate each. The tahsili schools of Mainpuri and Karhal, which are the best of the competing schools, will probably show pretty well in the results, and a few boys may pass from some of the other schools, but as a body the middle vernacular schools of this district are rather weak in middle grade instruction, though doing fairly well in their primary classes.

Farukhabad.—This district has nine tahsíli and pargana schools and three halkabandi schools classed as middle grade vernacular schools and the aggregate roll of these schools on the 31st March last was 859, 168 scholars being in the middle stage, 215 in the upper primary stage and 476 in the lower primary stage. All of these schools were represented in the Middle Class Vernacular Examination of April last, the number of representatives being 61, and probably about half of these will pass. The three halkabandi schools, Kampil, Akbarpur and Barhpur are better as primary schools than as middle schools and the same may be said of the town schools, Thatia, Tirwa, and Shamsabad, but though not among the best of the middle vernacular schools of this division, even these six schools have occasionally done very well in the Middle Vernacular Examination. Taken all in all the instruction, both middle and primary, in the middle vernacular schools of this district is quite satisfactory, and in those three particular schools, Farukhabad, Sarai Miran, and Kanouj very much above the average in efficiency.

13 As the results of the Entrance and Middle Class Examinations are now to hand, I give here an abstract of them so far as they concern the schools of this division. The results of the Entrance Examination are very bad, the only school of the division that does at all decently being the Agra Collegiate School. Two of the schools, the Farukhabad Zila School and the Victoria High School make an absolute failure, and pass not a single candidate. Hume's High School, Etáwah, and the Muttra

Zila School, though they do not make complete failures, show disappointingly in passing only two and three candidates respectively out of ten and eight sent in, and I do not suppose that the Missionary Managers of the St. John's Collegiate School and of the Mainpuri Mission School are otherwise than dissatisfied with the results shown against their schools. The results of the Entrance Examination are generally bad for the province, and I am told by those who have inquired that throughout the Calcutta University jurisdiction not much more than 30 per cent. of the entrance candidates passed. If this be the percentage of passed candidates then the candidates from this division have not fared worse than the average. The results of the Middle Class Examinations, Anglo-Vernacular and Vernacular are about what I expected for this division. In the Anglo-Vernacular Examination 137 candidates out of 246 sent up or about 54 per cent. pass for the certificate, and in the Vernacular Examination 202 out of 411 or close on 50 per cent. I do not suppose that any other division of the province shows much better results than these.

Results of the Entrance Examination, 1885, for the Agra Division.

School.	No. examined.	Number passed.			Total.
		I.	II.	III.	
Humes' High School, Etáwah	10	2	...	...	2
Zila School, Muttra	8	...	1	2	3
Ditto, Farukhabad	16	...	...	...	...
Agra Collegiate School	30	2	8	7	17
St. John's Collegiate School	17	...	3	2	5
St. Peter's ditto	8	...	2	2	4
Victoria High School	5	...	...	...	...
Mission High School, Mainpuri	6	...	1	...	1
Total	100	4	15	13	32

Results of the Middle Class Anglo-Vernacular Examination, 1885, for the Agra Division.

School.	No. examined.	Number passed.			Total.
		I.	II.	III.	
Hume's High School, Etáwah	52	6	16	7	29
Zila School, Muttra	25	2	12	3	17
Ditto, Farukhabad	18	4	4	5	13
Ditto, Mainpuri	15	...	8	2	10
Ditto, Etah	7	4	2	...	6
Agra Collegiate School	39	1	9	8	18
St. John's Collegiate School	19	1	6	3	10
Victoria High School	22	...	7	4	11
Mufid-i-Am School	19	1	3	6	10
Aided School, Fatehgarh	6	2	3	...	5
Mission High School, Mainpuri	10	1	2	2	5
Mission School, Farukhabad	12	...	1	2	3
Brindaban Municipal School	2	...	...	...	...
Total	246	22	73	42	137

Results of the Middle Class Vernacular Examination, 1885, for the Agra Division.

School.	No. examined.	Number passed.			Total.
		I.	II.	III.	
Muttra	53	4	13	6	23
Agra	63	8	22	8	38
Etáwah	70	2	15	16	33
Etah	111	6	30	19	55
Mainpuri	53	3	11	8	22
Farukhabad	61	6	14	11	31
Total	411	29	105	68	202

14. There are but two girls' schools in this division which give secondary instruction, *viz.*, the Carming Girls' School and the St. Patrick's Orphanage School both in Agra. The statistics of these two schools are given in Form No. 5, but I, leave them to be reported on by the Inspector of Schools for Europeans.

15. *Primary Instruction.*—The primary schools of the Agra Division, both those for boys and those for girls, divide themselves into primary English schools and primary vernacular schools. The primary English schools are all under private management. The primary vernacular schools for boys are all under public management, and the primary vernacular schools for girls divide into two groups, one of 33 schools under public management, and a second of 21 schools under private management. The statistics of these primary schools are given in Forms No. 6, 7, 8, 9, those of the boys' schools appearing in Nos. 6 and 8, those of the girls' schools in Nos. 7 and 9. These primary schools, as the forms mentioned show, contained on the 31st March last 23,293 scholars. But this figure does not represent the whole number of scholars in the primary grade of instruction. To it must be added 7,736 other such scholars belonging to the secondary schools of the division, the whole number of scholars boys and girls, in primary grades of instruction, English, Anglo-Vernacular and Vernacular thus coming out as 31,028. The entire school roll of the division is 33,414 scholars: so that very nearly 93 per cent. of the entire school-roll are in the primary stages of instruction.

16. *Primary Schools (English) for boys.*—There are six of these in the division, numbering on the 31st March last, 555 scholars. Three of the six, *viz.*, the Gokulpura Branch of the Victoria High School Agra, the Orphanage School at Sikandra, and the E. I. R. School, a mixed school for European boys and girls at Tundla, receive a grant- in-aid from the Department, and a fourth school, the Gun Carriage Factory School at Fatehgarh, receives a grant-in-aid from the Local Fund Board. The remaining two schools, a Branch of the St. Johns' Collegiate School, Agra, and the Rakha Mission School at Fatehgarh are unaided.

Gokulpura Branch School.—This is a well-managed and well-taught school of 115 boys. It educates up to the upper primary or VI class standard of the Victoria High School of which it is a branch, and when I examined it at the close of its yearly session, I found four boys in its head class ready to pass on to the parent institution. Whenever I visit this school, I find the work going on in a quiet and orderly manner and the proficiency of the various classes quite satisfactory. The school, however, does not act solely as a feeder to the Victoria High School. Many of its boys after acquiring here the elements of Anglo-Vernacular education, *i.e.*, power to read and write in the vernacular, to cipher in the four simple rules of arithmetic and to read and write to dictation from a simple English book, join the VII or lowest class of the Agra Collegiate School, the Gokulpura suburb being very much closer to this latter school than to the Victoria High School. The head master of the Gokulpura schools, Thakur Kalyan Singh is a retired Educational Officer. He has been in charge of the school for some 15 years, and has always conducted it well.

Branch of St. John's.—This school was opened about a year and a half ago and has gradually increased in the number of its pupils. It has now a roll of 130 scholars, and after much classification and re-classification, by the Rev. Mr. Lewis who established it, has been brought as to its classes and curriculum to correspond fairly well with the primary department of St. John's Collegiate School. It has now been formally affiliated to that institution, but unfortunately just as it was getting into good order, it lost the supervision and direction of Mr. Lewis, transferred to the charge of the Sikandra Orphanage. I visited the school at the close of its last half-yearly session, and found that it had a class of five boys at the top of it ready to pass on to the VI or upper primary class of St. John's. These boys had, in fact, only recently been examined with the VI class boys of St. John's, and had been passed by the Rev. Mr. Pargiter and his assistants as qualified to join St. John's at the beginning of the next school session. The school promises well. It is not yet under grant, but I believe a grant has been applied for.

Orphanage School (Boys') Sikandra.—This school is returned as containing 148 boys. The instruction given includes reading and writing in the vernacular with arithmetic up to easy Rule of Three, and the majority of the boys learn also English lessons. When this standard is reached, the boys are put to carpentry, press-work, or other industry, and some of the boys combine industrial work with their school lessons. There is always a class, however, of 10 or 12 boys who are prepared for admission to the middle section (class Vth) of St. John's Collegiate School, and eight boys were admitted to St. John's during the past year. The school and other departments of the institution for 15 years or so were under the superintendence of the Rev. Mr. Eshardt, but now this gentleman has left and the Rev. Mr. Lewis of the same Church Mission has taken charge. The education given in the institution, though of a simple character, is sound and good, and the inmates are well cared for in other respects. The health of the orphans is reported to have been good during the past year.

Gun Carriage Factory School.—This school is attended by boys the sons of native carpenters, fitters and other workmen employed in the Gun Carriage Factory, Fatehgarh, and by a few others residing near the factory. There were 90 scholars on the roll on the 31st March last. Some 35 or 40 of the boys are themselves engaged on work of various kinds in the factory, and these attend the school for three hours in the afternoon. The boys not as yet set to work in the factory attend school for three hours

in the morning. The instruction given is of simple character, and consists of reading and writing Hindí with arithmetic up to the compound rules and easy Rule of Three, and when boys have made a fair advance towards this standard of knowledge they learn also a little English. I visited the school in January last and found then 89 boys enrolled on the register, of whom 80 attended. The school was organized in 1883 and came under grant in 1884. Satisfactory progress has been made. The Local Fund grant to the school is Rs. 30 a month, and about 5 Rs. a month are collected in small fees from the scholars. Rs. 27 a month are spent in the salaries of the two teachers engaged, one of these getting Rs 18 a month, the other Rs 9. The rest of the income goes to provide school-materials and in contingent charges. There is no other income than the grant and the fees. The school occupies a small one-roomed building in the factory, which would be overcrowded if all the scholars attended together, but affords sufficient accommodation for half of the number at a time. Major Mackenzie, the Superintendent of the Factory, who started the school tells me that the course of schooling given, elementary as it is, has improved the boys' intelligence for work in the factory.

Rakha Mission Boys' School.—This is a school for the education of the boys resident in the native Christian settlement of the Rakha Mission near Fatehgarh. There were 32 boys on its roll on the 31st March last and from 30 to 40 is about the number that are usually in attendance. It gives a religious education to these boys, and combines with it reading and writing in Urdú together with a little Persian for some few of the boys. All the boys learn a little English too, and a small amount (too little as I think) of arithmetic. This course of instruction is deemed sufficient by the Mission for boys who will pass their lives as the workmen and cultivators of the settlement. The school receives no grant-in-aid either from the Local Fund Board or from the Department.

The E. I. R. School, Tundla is a mixed school for European boys and girls, and is no longer under my inspection. I have given its statistics as they were furnished to me by the Inspector of European Schools.

17. *Primary Vernacular schools for boys.*—There are 730 of these in the Division containing on the 31st March last 21,238 scholars, of whom 4,572 were in the upper primary stage and 16,666 in the lower primary stage. The average monthly roll of these schools for the year has been 20,337, and the average daily attendance 15,832 or 77·8 per cent. of the average roll. All these schools have been inspected *in situ* three times, the great majority of them four times, many of them five times, and a few of them six times during the year by the Deputy and Sub-Deputy Inspectors, and I myself inspected 325 of them during the cold weather. In addition to these inspections the third and fifth classes of these schools underwent the annual examinations by the upper and lower primary standards, and their fourth classes an examination by an intermediate standard. These examinations were held in the months of January and February, as they have been now for three years past, by the Deputy Inspectors at 155 centres previously agreed on with me and so chosen, as explained last year, as to prevent the assemblage of too large a body of examinees at any one centre on the same day and also to prevent the examinees from any school having too long a journey to a centre of examination. As I was passing through the districts of Farukhabad and Mainpuri in the months of January and February, I was present at several of the centres of examination fixed on in these districts and took part in the examinations held and in passing the boys. The third, fourth and fifth classes of some 120 schools came before me for the upper, intermediate and lower primary examinations in those two districts, and I am able to say that by far the larger proportion of the examinees came up to their respective standards. The third, fourth and fifth classes of the middle vernacular schools undergo these same examinations in the upper, intermediate and lower primary standards: and in fact, if I may so say, the scholars of the vernacular schools in this Division undergo quite as much examination in the year as is good for them. I have already given, under secondary instruction, the results of the upper and lower primary examinations for middle vernacular schools, and I now give those for primary vernacular schools in the following table:—

Districts.	*Upper primary examination.*				*Lower primary examination.*			
	No. of boys in class III, at time of examination.	No. present at examination.	No. passed.	Percentage passed.	No. of boys in class V, at time of examination.	No. present at examination	No. passed.	Percentage passed.
Muttra	178	154	88	57·1	712	619	389	62·8
Agra	248	224	141	62·5	519	452	256	56·5
Etáwah	230	218	159	72·8	459	408	337	82·6
Etah	242	192	130	67·7	655	555	394	70·9
Mainpuri	134	101	77	76·2	426	357	231	64·7
Farukhabad	299	230	171	74·3	688	587	469	71·4
Total ...	1,331	1,119	766	68·2	3,454	2,978	2,076	69·1
Total for 1883-84 ...	1,208	1,043	660	63·2	3,512	3,009	1,891	62·8

The number of boys examined in the fourth class this year by an intermediate standard was 1,811 out of a class-roll of 2,124, and 1,271 or a percentage of 70·2 passed. In 1883-84 from a fourth class-roll of 2,099 boys 1,764 were examined by the intermediate standard and 1,125 or a percentage of 63·7 passed. The results for 1884-85 in all three examinations, upper, intermediate and lower primary are better than those for the year previous, and are, I consider, very fair results indeed. The standards for the upper and lower primary examinations are those prescribed by the Government of India in 1879 and subsequently recommended for adoption by the Education Commission. It took us in this division three years to bring the third and fifth classes of our vernacular schools up to these standards, but since 1882 the standards have been reached and are passed by the majority of the boys without much difficulty.

18. The upper standard taken in this division for the third class is:—

(1) To read fluently and clearly a passage from the 1st part of the Hindí Gutka or from the 1st part of Urdú Selections, and to explain the meaning and grammar of the same.

(2) To write clearly another passage of seven lines from the same book to dictation, without more than two mistakes in spelling.

(3) To cipher in the compound rules, single and double proportion, in vulgar fractions and easy decimals, and in the measurement of areas. Three good test questions are set, and two brought right out of the three will pass the boy.

(4) Either to answer questions in the History of India down to the reign of Aurangzeb. Four questions (oral) are asked and three of the four must be answered rightly for a pass: or to answer questions in the geography and map of India: three questions answered rightly out of four asked passing the boy as in history. Both history and geography are brought up, but the one subject will be taken at some centres and the other at others. As the boys do not know which of the two subjects will be taken they are obliged to come prepared with either.

(5) To answer three questions out of four asked from anywhere in the Sanitary Primer. The lower standard for the fifth class is—

(1) To read fluently and clearly a passage from the Vidyankur or Haqaiq-ul-Maujudát, or from the Hindí or Urdú version of the Sanitary Primer and to give the meaning of the words.

(2) To write clearly another passage of five lines from one of the same books to dictation, only two mistakes in spelling allowed.

(3) To cipher in the four simple and compound rules—three questions being set and two brought out rightly securing a pass.

(4) To answer three questions out of four asked on the geography and map of the district. In either standard a full pass only is secured by those who pass in all the subjects of examination. There is no system of marking for degrees of merit in these examinations. It would be impossible to get through the examinations with any such system: but from the above description of the standards you will learn what degrees of proficiency are required for passing them and what the tests to which the candidates are subjected. The institution of these annual upper primary, intermediate and lower primary examinations have done a good deal to systematise the instruction and to improve the classification in our vernacular schools, for promotions from class to class are now regulated by the results of these examinations. It is to be regretted that still so many boys who might attend them do not attend, but neither Deputy Inspectors nor Teachers can compel boys to come who do not wish to come. More come now than did when the examinations were first instituted, and I suppose absenteeism will gradually lessen.

19. *Primary Schools (English) for girls.*—There are two only of these in the Division, *viz.*, the Saint Joseph's Catholic Orphanage and the Church Mission School (the Katra school as it is called), both in Agra and both for native Christian girls.

The former of these schools contained 108 scholars at the close of the year. The instruction given to the girls is mostly religious and conducted almost entirely out of religious books. They learn, however, to read and write Urdú combining therewith a little English, and ciphering in the four simple rules. The secular education given is, in fact, of the very simplest kind, but all the girls are taught needle-work and many of them artificial flower-making. The elder girls, in fact, contribute to their own support by the needle-work, flowers and embroidery which the conventual ladies are able to sell for them. Most of the girls in Saint Joseph's are famine orphans, and for each of these there is a subsistence allowance of Rs. 2 a month and the educational grant to the institution is Rs. 100 a month, which, though the education given for it is not very extensive, is well deserved.

The Katra school on the 31st March last had a roll of 38 scholars, some 24 of whom formed an infant department. The remaining 12 girls read an easy English book, one the Chistian Vernacular Society's Series, and Bible Stories in Urdú. They also have begun to read the Aina-i-Tarikhnuma. In arithmetic none of these girls has yet got into the compound rules and when I examined them at the close of their yearly session I found only one girl who had got as far as simple long division. There were several girls much more advanced than this when I visited the school

in 1884, but I was told that these had all left some for the Agra Medical School, and some to go to the Mission Normal School at Benares. The grant to the school is a very small one, Rs. 16 a month, which is paid from the Local Board Fund.

20. *Primary Vernacular Schools for Girls.*—Of these I may notice particularly the two following:—

Sikandra Orphanage—The roll of this school on the 31st March was 157. The education here too is chiefly religious, but the secular education given consists of reading and writing Urdú, easy lessons in geography, and the four simple and compound rules of arithmetic. Some of the girls learn also Hindí along with their Urdú and 49 girls are returned as reading Hindi books. Five girls who had finished the above course of studies either left the school, or were taken on to domestic work in the establishment, and six others who had got through the compound rules now form the upper primary section of the school. Many of the girls in the lower section of the school are very young and quite unexaminable. I have not visited the school since it came under new superintendence, but I intend to visit it during the rains.

The Rakha Mission Girls' School.—This school besides its boarder orphans, takes in girls from the native Christian settlement at Rakha as day-scholars. Till quite recently it used to take in a few other boarders besides its orphans. The number of scholars on its roll on the 31st March last was 68. This was an increase of 20 since I saw the school on the 21st of January. I may here give the remarks which I entered in the school-book on that occasion. "The numbers in the school are not now so large as they were a year ago, several of the girls who were on the roll last year having departed for marriage or on other accounts. The actual roll is now 48 against 63 last year. Reading and writing in the vernacular characters and also in Roman characters still continue to be taught efficiently :- but I still think that the arithmetic of the school should be carried beyond the very simplest multiplication. When the present head class of eight girls has had another year of instruction in that class I shall certainly look to find them knowing something of the compound rules. I said last year that I thought the efforts of the teacher in this direction were not very strenuous. I am glad to observe, however, that he has followed my suggestion in respect of teaching geography and history of India. The first class girls have now begun to read the Aina-i-Tarikhnuma and have learnt some lessons in the map of Asia. They are not very ready, however, as yet in answering questions on this map. The institution is undergoing some reorganization with a view to making it entirely an orphan school so far as its boarding school department is concerned, though it will still of course take in day-scholars from the Christian village close by. When this reorganization scheme is complete, the Rev. Mr. Woodside may well ask for a larger grant in support of the school. The present small grant of Rs. 15 a month is less than the school deserves considering the number of girls who learn to read and write up to primary standards in the institution."

The 12 girls' schools belonging to the American Mission at Farukhabad Mr. Woodside enters in his return to me as containing five native Christians, 215 Hindús, and 15 Muhammadans. Some of these schools are situated in the city and suburbs of Farukhabad, and some in other towns. A native pastor I believe visits them pretty regularly, but the gentlemen of the Mission, with whom I have talked on the subject, say that the schools are still, as they have been for some years, in very poor condition and cannot be brought to anything better as the girls as soon as they have got beyond the elements leave for marriage.

The four Church Mission Girls of Agra which are under the charge of Miss Bland and for which she gets a lump grant of Rs. 20 a month from the Local Board numbered at the close of the year 123 girls, 85 Hindus and 38 Muhammadans. Miss Bland visits the schools frequently, but she reports that the girls attend them very irregularly, and that little or no progress is made even in the very elementary course which the teachers attempt.

The three girls' schools on the Raja of Kuraoli's estate in Mainpuri are shown in the returns as having a combined roll of 61 girls at the close of the year. The Deputy Inspector of the district visits these schools whenever he comes into the neighbourhood, as also does his Sub-Deputy, but both these officers report them as in an unsatisfactory state. The Deputy Inspector tells me, however, that he was able to pass one girl from each of the three schools during the year in reading and writing from the Vidyankur and in the four simple rules of arithmetic.

The 83 girls' schools, supported by the various District Boards, showed a roll on the 31st March last of 715 scholars. The great majority of these schools are in the same unsatisfactory and unprogressive state as the three schools of Kuraoli : but one or two in each district are in a little better condition, and I gather from the Deputy Inspector's reports that they were able on their visits to the schools during the year to pass 38 girls in reading and writing from the Vidyankur and the Haqaiq-ul-Moujudát and in the four simple with two of the compound rules of arithmetic. Few, very few of the girls will stay for more than this. I must own that our attempts at female education, continued now for many years, have not been very successful in this division.

21. *The Normal School, Agra.*—There were the usual number of students in residence during the ten months' session, June to March, *viz.* 38, exclusive of the two Thomason scholars of the previous year who came up, as usual, for a second session to act as prefects of the barracks and to assist in the tuition. The 38 students were divided into two groups, one of 24 training for the first grade certificates, the other of 14 training for second grade certificates. In March the examination for certificates was held, and all the students passed and obtained the certificates for which they had been training. All these students had at some time previously passed the Middle Class Vernacular Examination, so that the Normal School course did not present much difficulty to them. The health and conduct of the students were both good during the year. The head master Pandit Bisheshwar Dayal manages the institution well both as regards the instruction and the discipline. There is one thing, however, which he cannot do, and that is get together a small practising school as an adjunct to the institution, for no boys in Agra will stay in any school that does not teach English as a regular part of its course, and there is no teacher of English on the normal school staff. If a teachership of English were sanctioned the man appointed to it could be made head master of the practising school, and he would soon get some classes together. He could do the English teaching himself, and all the vernacular, arithmetic, history, geography, &c. could be taught by the students under training. A normal school without a practising school attached is rather an incomplete institution. At the time when the normal school examination was held, 11 district teachers were examined for certificates at their respective Sadar stations by the same question papers as were set to the normal school students. Three of these gained first grade certificates, and eight certificates of the second grade.

APPENDIX II.

REPORTS OF DISTRICT BOARDS.

Dehra.—The report is signed by Mr. Baker, President of the District Board. The following shows the distribution of the scholars among the classes in the Government vernacular schools on 31st of March of the last two years :—

	Class						
	I	II	III	IV	V	VI	VII
1884	2	7	61	96	96	121	465
1885	2	5	72	100	141	129	440

The average attendance has increased from 634 to 664. The Deputy Inspector of Schools, Munshi Hori Lal, is reported to have worked well, and the results to be fairly satisfactory.

Saháranpur.—No report received up to date of going to press (11th July).

Muzaffarnagar.—The report, signed by Mr. Tidy, President of the District Board, encloses a report from Munshi Kanhaya Lal, the Deputy Inspector.

The President remarks that the one girls' school does not prosper. It has been made over to Mrs. Calderwood, wife of Rev. W. Calderwood. Mr. Tidy found the Kandhla Municipal School in a bad state, and has represented the fact to the Committee as discreditable to them. This school, as well as that at Kairana, has suffered from party spirit in the towns. The schools have been supplied with paper matting. He considers the conduct of the teachers to have been, on the whole, satisfactory ; but seven of them were dismissed and eight fined.

The five new schools opened were experimental merely, and closed again. He is satisfied that the schools are well looked after, and considers the late Deputy Inspector, Munshi Piarey Lal, to have been an efficient officer ; the Sub-Deputy Inspector also worked well.

Meerut.—The report is written by Mr. Wright, the President of the District Board. He notes that there are four *unaided* Anglo-Vernacular schools in the district, at Hapur, Bahadurgarh, Baghpat, and Baraut. That at Bahadurgarh is maintained by Abdul Rahim Khan, described as an intelligent and zealous zamíndár. The other three are supported by subscriptions and municipal grants.

The statistics for the *vernacular schools* show that some progress has been made. The pupils in the middle classes have increased from 95 to 113, which, Mr. Wright remarks, is a pitiably small number. He records the completion of commodious buildings for the town schools at Baghpat and Sardhana. The school-house at Sardhana has been built by Lady Forester, heiress of the Begam Samroo. The compounds of some of these school-houses have been improved, which Mr. Wright considers should have a certain beneficial effect on education. There are said to be 68 uncertificated teachers in the primary schools out of a total of 194. In connection with four of the principal village schools, boarding-houses have been started, which are now occupied by 29 boys. Mr. Wright considers these institutions should be extended.

He sums up the year's work with the following remarks and criticisms :—

We are able to show a larger number on the rolls. But they form an insignificant proportion of the total infant population, and the number of those who are availing themselves of a secondary education, is ludicrously small. The causes of this state of things are complex. They are partly due to the inferior quality of the education given in many primary schools, owing to the paucity of efficient masters. This is again due to the low salaries given, which fail to attract any educated person who can make a decent living elsewhere. Partly also to the apathy towards the advantages of education amongst the Jats and Gujars who form the majority of the agricultural classes in this district. Partly, of course, because education is as yet almost entirely looked upon as a means, not as an end, in itself. So long as secondary education is looked upon as a stepping-stone only to Government service, so long will the numbers who avail themselves of it be small in comparison to the total population, though far in excess of the openings which are available for our middle class scholars. Partly, again, to the character of the education given, which is not such as fits lads for the ordinary professions of native social life, but is fixed in so narrow a groove, that it leads to 'naukari' or nowhere.

During my cold weather tour I examine a large number of schools and my assistants do the same, especially the native assistants. But we find the same dull lethargy prevailing in all primary schools, leaving the impression that the whole affair is a mockery which serves 'no possible end.' If by chance a clever boy pushes on and gets a scholarship at the tahsíli school, and then eventually a post as muharrir, there is a great congratulation. But, as a rule, our primary schools

consist, as I said last year, of a couple of show boys in the top classes, who probably attend when a *hákim* is expected, but are kept on the rolls for such emergencies; half a dozen or so of boys in the middle classes, and a crowd of almost babies in the 7th, kept on the rolls, I verily believe, simply to swell the numbers, for, of education they get but little. What becomes of these 75 per cent. of the muster roll? they drop out even at the first step to the 6th class in enormous proportions, and if they even get so far as knowing their letters (*harf shinds*) they must forget so much in a month. If we saw a fair average of boys in *all* the classes, with a fair average educational standard throughout the boys in classes 5, 4 and 3, able to read and write, and sum to such an extent that these moderate attainments would be useful to them in their daily life, their dealings with the bania, the patwáris or the courts, we should feel more interest and more hope: as it is, I confess to a feeling of increasing disgust as I, year after year, inspect these schools, and feel myself powerless to improve them.

For whether we look to the newly-created Local and District Boards, or to the district officials for the substantial improvement of primary education, I can only say that on the present lines there is no prospect of such improvement. I still entertain a faint hope that I may get some assistance out of Local Boards; they may be expected at least to find out *what* education is wanted to be useful in the daily life of the average scholars and to press on Government that that should be given, and not a narrowly formulated education which can only lead to the very goal of which we all speak so disapprovingly, that of Government service. But for many years I hardly expect this, and certainly no more, of Local Boards.

Then there are the *panches:* a most valuable institution if they could be got to work, but with rare instances of individual members, they do not do anything; and this may be partly because they do not see the use of 'forcing' a system of education which is not what they want for their daily life, though well enough for the sharp boy who wants to be a patwári or a clerk. Anyhow, they will scarcely look after the buildings and keep them in repair, except under pressure.

The existence of indigenous schools alongside of Government schools is sufficient to show that the people do not get what they want at the Government schools. It might be fairly argued that those who want a general education according to native ideas go to the indigenous schools, those who hope to get on in life (*i.e.*, get into Government service) go of necessity to our schools; our schoolmasters, and under pressure our zemíndárs and *panches* must satisfy official demands for numbers (not, be it observed, *results*), and so the helpless infants are collected from the highways and byeways in a sort of circle to rock and sing over the well-thumbed pages of the very earliest primer.

It is hardly for the District Officer or the District Board to suggest a remedy for this state of things, though a very heroic remedy is necessary. We can only give you facts, trusting that the accumulation of facts from a number of districts may afford you a basis for remedying the defects which are so apparent to those who are close by, and see for themselves what is being done and what is not being done. What one can't help thinking is, that in the matter of education the people ask for bread and we give them a stone, and till this state of things is altered, I do not know that one can wish to see larger numbers sent up every year, at least as far as regards primary schools. There must, of course, be primary before secondary education, but when we see the relative proportions of scholars under the two standards, it is impossible to avoid thinking there is something wrong somewhere which is capable of remedy.

Of course, even the existing system might be improved by improved inspection. The Inspector himself practically exercises no influence on primary education, the Assistant Inspector just appointed will have little also, the circle is far too wide to be effectively controlled in person. The Sub-Deputy Inspectors are men who will, as a rule, simply work to order, the Deputy Inspector is the 'hub' of the whole machine. Yet he will only work up to the standard fixed by his superiors: he will endeavour to turn out so many bricks from the mould given him. The Deputy Inspector of this district, Najmuddin, is a man with many good ideas, but it is his business to carry out the system he has been brought up in. If given a better system he would (as long as he is connected with the Department) do good work in pushing it. To all intents and purposes the primary education of the district is absolutely at his mercy; but he is but human, he won't do more than he is obliged, nor do I see that he could do more than he has to do, which if done properly is quite enough and more than enough for one man.

There is no district official with sufficient leisure or sufficient continuity of residence to exercise a personal and direct influence on education. He can encourage by examining, prize-giving, and by the exercise of a general control, but no more. As yet, I see no indications of the District or Local Boards doing more, if as much. The Department of Public Instruction must carry out the work of reform through its own agency; there must be more and better inspections; there must be more and better teachers; there must be more reality and less 'eyewash.'

So far I have spoken chiefly of primary education, with which, after all, district officials and Boards are chiefly concerned. Of the secondary education in this district I think I may speak with some measure of praise. Though the numbers are few, the education is good, in spite of the fact that the teachers are in these towns so few in proportion to the scholars. The causes are not far to seek: in the first place, we can always command better teachers for these schools, the pay, position, and prospects are all in some though not a large degree better. Then, too, there is a reality about secondary education. If a boy has got so far he means business and sticks to it; the very fewness and special prominence, too, of the middle schools are advantages which lead to a higher standard of excellence. But even here there is much wanting; the middle class scholar gravitates inevitably to 'service;' that is about all he is fit for; according to native ideas he has not had an education: he knows nothing of Persian, Arabic, Sanskrit, unless he has learnt them out of school at extra labour and expense. Still one feels when one visits middle schools that there is some solid good being done; that some few boys at least are working up to standard of education that cannot but make better men of them.

As regards indigenous schools of which the Deputy Inspector reports there are 334 in this district, it is very difficult to formulate any system by which they can be made more useful and efficient. Education must, it would seem, be either entirely voluntary or absolutely compulsory, the system in India is not exactly one or the other. It is certainly not absolutely compulsory, but, on the other hand, constant pressure is put upon all classes of society to educate, and the restriction of appointments to Government service to boys who have passed the middle class examination act very much as a compulsory influence driving boys to Government schools.

The real desire for education for its own sake is secured by indigenous schools, but it is not the education of the Government course, though there is a strong tendency in schools now established by Sabhas or Anjamans, and maintained by subscriptions to adopt the Government course, though it is generally supplemented by the education in the classics of India which the natives themselves appreciate. But such schools can hardly be called indigenous as I understand the word; they are in their way the outcome and reflection of the English educational policy. It cannot fail to be observed how extremely rare the profession of the independent schoolmaster is; we do not find the product of our schools and colleges setting up for himself as a teacher of youths. One such school we have in the Cantonments, Ajudhia Pershad's, and it is supported entirely by fees paid by the scholars. The newer schools are almost entirely on Government lines, but real indigenous schools are those superintended by some Pandit or Maulvi who sits at the great man's door, who really teaches the Indian classics, and whose pupils often turn out highly educated men (from the native point of view) or by the humble pedagogue who is set up in some bazár to teach the banias' sons the elements of arithmetic after the native method and enough writing to keep up the daily cash-book. It is a significant fact that the total number of boys so taught is far in excess of those who go to the Government School.

How to improve them is a problem I have not yet been able to solve. The schoolmaster of the ordinary indigenous school is very poorly educated, but when we can't get masters for our own schools we can hardly be expected to supply masters for the indigenous ones, even if our students could give the education which indigenous schools are intended to provide. There is a want of permanence about the indigenous schools (proper) which prevents direct influence being brought to bear on its improvement. The real solution of the difficulty appears to be to modifiy the Government system of education so as to meet the undoubted wants of the natives; in other words, to give them an education which they themselves will admit is an end in itself not only a means to Government service.

To sum up: what must be done to improve primary education is (1) to have better teachers, this can only be done by (2) paying them better, and (3) better inspection. All this means money. I hesitate to propose the reduction of the number of halkabandi schools when I receive constant applications to start new ones. I know that the local influence even of a good halkabandi school, is very limited in extent. As regards secondary education, the Deputy Inspector says better pay is required here, too, and more masters, pay not to be less than Rs. 15, and one master to every 20 boys. He would also raise the fees in these schools, for he believes that the education given is sufficiently appreciated to be willingly paid for. The Deputy Inspector also recommends caste schools for low caste people; these, however, are being to some extent supplied by Missionary enterprise.

In conclusion, I may mention that a conference of teachers was held at the Nauchandi Fair. I unfortunately was not told of it, or should have been present. I believe much good will eventuate from such conferences if we can only encourage those who attend to speak out their minds. One proposal was strongly supported by those who attended, the teaching of Hindi (Mundia) in the lower classes of Government schools in place of, or in addition to, Nagari, than which the former is much more generally useful, though I do not know why bankers' books should not be kept in Nagari, or for that matter in Persian (as indeed many are now), but for the conser-

vatism of India that is so rock-like and resists so long the acid of the influence of the English educational system. Suggestions were also made for the promotion of instruction in athletics and sanitary science. I hope I may be able next year to make something out of this conference.

The work of the District Board, connected with education, has since the lamented death of Rae Bakhtawar Singh, its great supporter, been carried on somewhat haphazard. I had no assistant who would take up the work and bring to it experience, leisure, and energy: the members of the District Board are not enthusiastic on the subject yet. I still hope I may rouse and fix an interest in this important subject in some one or more members of the new Local Boards. Najmuddin, the Deputy Inspector, has worked well as usual, and, if a little old-fashioned, is a man of high integrity and much respected by all classes, and good enough for the work to be done in its present footing."

Bulandshahr.—Report, signed by Mr. Addis, C.S., President of the District Board.

The schools at Chatari, Nausana, and Pahasu, which were raised to the middle standard in 1882-83, are said to have made good progress and to deserve encouragement. Seven candidates from them entered the middle examination.

A new school-house is reported to have been built by the Rais of Dharampur at a cost of about Rs. 300. Twenty-six village schools out of 107 were examined by the Assistant Inspector.

Aligarh.—The report is written by Mr. Cruickshank, Secretary to the District Board.

The following return of the scholars at the various classes of schools is given:—

	No. of scholars.
Indigenous schools—	
Religious	284
Secular	3,081
Free schools	141
Halkabandi schools	5,225
Pargana "	170
Tahsili "	646
High "	396
M. A. O. College	280
Total ...	10,223
Girls' schools	165
Total scholars ...	10,388

The school for girls at Sikandra Rao was abolished, as but few scholars attended.

The following shows the classification of scholars at the Government schools during the last two years:—

	1884.	1885.
In the High stage	48	42
" Middle "	202	351
" Upper primary stage	1,279	1,411
" Lower " "	4,875	5,164
Total ...	6,404	6,968

Mr. Cruickshank attributes this increase partly to the increased prosperity of the year, and partly to the action of the Committee in abolishing schools in villages where the attendance was low, and starting them in other villages where there was a demand for them. Twenty teachers were fined, three were degraded, and 11 dismissed. On the other hand, 10 teachers were rewarded by receiving enhanced salary; of the 22 teachers appointed, 19 had passed the middle examination. The Secretary considers the Deputy Inspector, Lala Pitam Lal, has carefully supervised the schools throughout the district.

Muttra.—The report is signed by Mr. T. H. Harrison, Joint Magistrate. It notes a falling off in the number of scholars enrolled in the village schools from 4,967 to 4,707, remarking that no satisfactory explanation for this is apparent. The average attendance at the girls' schools has remained stationary (99 to 102). Mr. Harrison states that he and other District Officers inspected some village schools, and, judging from these inspections, he considers the state of education in the district to be very satisfactory, which is due to the exertions of Pandit Gopal Prasad, the Deputy Inspector of Schools.

In forwarding this report, Mr. Kaye, the Commissioner, remarks that the District Board do not appear to have exercised any great amount of supervision over educational matters.

Agra.—The Annual Report, drawn up by Munshi Durga Prasad, Deputy Inspector, for the District Board, is forwarded by the President, Mr. Finlay, with his own letter. The Deputy Inspector gives the following comparative statement of the distribution of the school children in the *seven classes*:—

Year.	Classes I	II	III	IV	V	VI	VII	Total.
1884	47	39	472	552	866	1,037	2,111	= 5,114
1885	81	60	575	607	877	1,287	1,923	= 5,380

Of the 174 schools examined by the Deputy Inspector, 78 were found in an unsatisfactory condition. He considers the teachers of these schools should be punished, and their annual pay made to depend on the result of the annual examination.

From the table given, it appears that in the year 1884, 215 scholars were examined for the upper primary examination, of whom 102 or 47·4 per cent. passed. In 1885 the number of examinees increased to 258, of whom 158 or 61·2 per cent. passed. There was no increase worth mentioning in the number of examinees at the lower primary examination, but the percentage of passes increased from 53 to 57 per cent. The Deputy Inspector states the number of uncertificated teachers has been reduced, but omits to mention the number still employed. Regarding the six girls' schools supported by the Board, he remarks the number of scholars has increased by seven, but he considers they make little or no progress. "The girls when fit for promotion generally leave school to go to their husbands' houses." He suggests that no attempt should be made to teach them history and geography. The following detail of the castes of the girls is of interest :—

Brahmans	49
Kshattris	21
Banias	38
Kayasth	4
Others	12
Total ...	124

In the distribution of the classes the Deputy Inspector accounts for only 105 of the girls, but of this number six only have got beyond the lower primary stage, that is, 99 of the scholars are unable to read an easy book, write to dictation from it, and do sums in the first four rules of arithmetic. The details thus amply support the strictures of the Deputy Inspector. He reports well of the free school at Firozabad, which has 50 boys on its rolls, and states the standard has been raised to the 3rd class of the vernacular series. He found three scholars at the Itmadpur Subscription (English) School which has recently been started.

The following shows the extent to which the schools were inspected by the district staff :—

	Schools.
The President inspected	2
Secretary	1
Munshi Behari Lal, Deputy Collector	9
Maulvi Muhammad Mohsin, Deputy Collector	7
Tahsildar of Firozabad	9
" Báh	7
" Itmadpúr	3
Mr. Holme	2
Tahsildar of Fatihabad	1
" Fatehpur	1
Shah Mohan Lal	1
Total ...	43

He notes there are 37 village schools with less than 20 scholars on the rolls, and 21 with less than 15.

The President, in his forwarding letter, lays stress on the insufficiency of the inspecting staff, and expresses a wish to close some of the less important schools in order to obtain funds for the purpose. The members of the Board are averse to this. He proposes to induce members of the Board to inspect schools, but considers this will not be equal in efficiency to that of the official inspectors. With regard to the small amount of inspection done by the district staff and the members of the Board, he remarks :—" I drew the attention of the present Board to the very discreditable state of affairs, and I think the members of the former Board, who have been elected to serve on this one, were somewhat ashamed of it ..... The neglect of the district staff also as disclosed by the return, is a matter of more than regret. In the instructions issued to officers when on tour, I included the inspection of all classes of schools, but I am sorry to find that these instructions have not been carried out."

Noting that Hindi is the vernacular of the district, but that frequent applications are made for Urdu teachers in places where there are many Kayasths, Banias, and Muhammadans, who wish to qualify for Government service, he states :—" In this matter the Board are of opinion that their duty is confined to providing *free* education in Hindi only, and that when parents ask for Urdu teachers it is fair that they should pay fees."

The President thinks it satisfactory that more than half the schools were efficient. With regard to the suggestion that the teachers' pay should be made to depend on the results of examinations, he remarks that it would not do to grade them solely on these, because a good master might be unable to show good work owing to his scholars being down with fever or to his having recently succeeded to a poor school. Remarking that the majority of the teachers get from Rs. 5 to Rs. 10 a month, and only 10 of them Rs. 15 and upwards, he considers the pay inadequate to attract good men for any length of time. He agrees with the Deputy Inspector that history and geography should not be taught in girls' schools, and quotes from a separate

report (to be dealt with elsewhere) suggestions as to female education generally. He considers measures should be taken to close the schools which have less than 20 scholars unless the villagers, after due notice, increase the number. Referring to a remark of the Deputy Inspector's regarding the frequent absence of teachers from their schools, he suggests that it would be expedient to appoint as teachers persons resident in the village, or else at places too remote from the school to admit of their visiting their houses and returning within a reasonable time. The members of the Board might check the practice by visiting the schools frequently and investigating reports of teachers absenting themselves. The Board are reported to be well satisfied with the conduct of the Deputy Inspector, Durga Prasad, and his assistant, and their exertions during the year.

Farrukhabad.—The report is written by Mr. Denman, C.S., Secretary to the Board. He gives the following comparative statement of the distribution of the scholars in the vernacular classes of the Board or Government schools :—

Tahsili Schools.

Year ending 31st March.	Class I	II	III	IV	V	VI	VII
1883	49	49	74	88	123	129	158
1884	55	62	81	98	127	119	118
1885	76	65	79	94	145	114	105
Halkabandi Schools.							
1883	15	16	456	507	725	684	1,429
1884	14	13	399	517	736	706	1,428
1885	16	11	398	518	747	712	1,454

The severe sickness prevalent in the district during September and October is said to have diminished the average daily attendance, which was 77 per cent. of the enrolment against 81 of the previous year. Regarding the Fatehgarh (Aided) High School, Mr. Denman writes that the building is now much overcrowded : " It is most happily situated in Fatehgarh, and on account of its success deserves all encouragement that can be given to it." He notices the decline in the number of native boys at the aided Gun Carriage Factory School from 105 to 95, and the closing of the section of the same school for Europeans. The following comparative statement for girls' schools is given —

Year ending March	Class IV	V	VI	VII	Total.
1883	6	23	28	83 =	140
1884	6	22	27	83 =	138
1885	6	21	28	[illegible] =	139

Mr. Denman considers these schools stationary, if not declining. With regard to the aided girls' schools under the American Mission, he states the number of scholars has increased from 273 to 298, and characterises them as "flourishing institutions." During the year most of the Board schools have been supplied with maps, blackboards, &c. With regard to the conduct of the middle examinations, the Secretary suggests that if held on April 4th again, the time should be in the early morning, and the place the Municipal Hall. He notices the great amount of work done by the American Mission. The Deputy Inspector, Lala Mulchand, is reported to have worked with his usual steadiness and ability.

Mainpuri.—The annual report is furnished by Pundit Baldeo Prasad, B.A., Secretary to the District Board.

He states that the general prevalence of fever affected the schools detrimentally. Notwithstanding that the number of candidates at the vernacular middle examination has increased from 24 last year to 47 this, he considers the number very low for the district. The fact that two-thirds of the halkabandi scholarships are given to boys attending the zila school and only one-third to boys at the tahsili schools, partly accounts for the few candidates; but the Secretary considers some of the schools are not well filled on account of the incompetence or want of exertion of the teachers. He notes the insufficiency of the accommodation in some tahsili school-houses. Except Mr. Oakeshott, C. S., no member of the committee has visited the schools during the year. The Deputy Inspector and his assistant have discharged their duties to the entire satisfaction of the committee.

In his forwarding letter, Mr. Alexander, the President of the District Board, remarks that " the members are rather afraid of exhibiting ignorance in attempting to examine scholars, especially at schools where the masters do not welcome their visits." He states that it has been the policy of the Board to foster village schools where the attendance is high at the expense of those where the attendance is low.

Etáwah.—The report is written by the Secretary, B. Baleswar Prasad. He notices a falling off in the number of scholars who passed the upper and lower primary examinations, but gives no explanation. With regard to the girls' schools he writes :— " The average daily attendance of 74 is nominal. These schools are practially useless. In the year 1881 they were all closed by Mr. Nugent, the Secretary, but as he acted

ultra vires, they were re-opened a month later. I am strongly of opinion these schools should be at once closed as I learn, not only from the Deputy Inspector, but from zamíndárs of the places where they are located they are not appreciated."

"On the proposal of Mr. Fisher, the President of the District Board, the Committee approved of pupils being taught athletic exercises including wrestling, gymnastics and the use of clubs in halkabundi and tahsíli schools. The Committee considered it highly desirable that the pupils in Normal schools should also be taught such exercises in order that they might be able to instruct boys in village schools . . ." "[The President] ascertained through the tahsíldárs what zamíndárs appreciated these games and were willing to pay a small subscription for making an *akhára* and providing dumb-bells, clubs, fencing sticks, shields, and jumping poles to the schools in their villages. On receiving the lists from the tahsíldárs, 45 *akháras* were opened in July last. At present the appointment of ten teachers of athletics on Rs. 10 each, and two supervisors on Rs. 15 each, seems to be desirable."

Munshi Nannu Mal, Deputy Inspector of Schools, is said to discharge his duties to the entire satisfaction of the committee, and the Sub-Deputy Inspector, Pundit Sital Din, is also said to have worked well.

In forwarding this report the Commissioner, Mr. Kaye, remarks that the proposed action of the committee with regard to the girls' schools is probably judicious; but it is questionable whether the opening of 45 *akháras* for teaching wrestling is equally so. He does not think the taste for wrestling should be cultivated.

Etah.—The report is written by the Secretary (who is also the Treasury Officer), and is forwarded with remarks by the President of the District Board, Mr. Ferrar. The figures show that the scholars in the middle section of the *tahsíli schools* have increased from 171 to 204, and of the upper primary sections from 138 to 163. A similar increase has occurred among the scholars of these sections of the pargana and village schools. On the whole, the proportion of boys in the two upper sections has increased from 26 to 29 per cent. The number of scholars who passed in the upper primary examination has increased from 407 to 516; the lower primary passes have increased from 508 to 560. The Secretary remarks that none of the members of the District Board took any interest in supervising the schools. The President states that in a letter of January last, he requested members of the Board to visit the village schools. The Secretary being in charge of the Treasury, was unable to visit any schools except those of Sakit, Awa, and Bhasudra. Of the first he gives a good account, but states he found the other two in an unsatisfactory state. He speaks well of the management of the Deputy Inspector, Maulvi Ghafur-ud-din, and of his subordinate, Pandit Ramdin.

Mr. Ferrar notes that there is not a single school in the district to which the landed proprietors contribute. The Commissioner, Mr. Kaye, in his covering docket expresses his opinion against the post of Secretary to the Educational Committee being held by the Treasury Officer, who cannot leave head-quarters.

Bijnor.—The report is drawn up by Kunwar Bharat Singh, C. S., Secretary, and forwarded by the President, Mr. Markham, with a covering letter. The Secretary gives the following table, showing the distribution by classes of the scholars in the three schools for girls:—

Class				
IV	V	VI	VII	Total.
3	3	8	55	69

Only three *girls are returned as reading printed books*, viz., the three in the 4th class. He gives no such detail for the five aided schools for girls under the American Mission, but states that the results of their examination were fair. Mr. Tweedy, C.S., is reported to have inspected some schools, and the Secretary himself inspected two-thirds of the schools in the Chandpur and Bijnor tahsíls, and expresses himself as, on the whole, satisfied.

Of the 149 teachers under the Board, 113 are now under certificated men. The fee income from the tahsíli schools has increased from Rs. 468 last year to Rs. 548. With regard to *indigenous* schools, the Secretary reports as follows:—"There were 336 schools with 3,712 scholars receiving both religious and secular education. Of these 171 are Hindu institutions with 1,776 boys, including 11 devoted to giving religious instruction to 120 boys. There were 165 Muhammadan institutions with 1,936 scholars, but 90 of this comprising 1,053 scholars were exclusively for religious instruction. With the exception of 22 institutions in which instruction is given gratuitously, fees are charged in all of them yielding an annual income of Rs. 15,806, the annual rate of which falls at Rs. 4-11-9 per head. If the expenditure on all the departmental and aided schools be compared with that of the indigenous schools, the cost per head in the latter will exceed that in any of the former." . . . . . "These schools are not properly worth the name. The teachers are not properly qualified, and the training is not at all systematic. Of these institutions there are 34 which are inclined to receive the Government grant-in-aid, but I do not think they would adhere to the conditions laid down for such grants." With respect to the above, Mr. Markham says that the cost of education in the Board schools is considerably lower than the cost of the 'fatuous

and unpractical education given in the indigenous schools." He considers that in most matters there has been an improvement, and that Kunwar Bharat Singh deserves great credit for the manner in which he has managed the educational department for the Board. Maulvi Muhammad Fazal-ur-Rahman, the Deputy Inspector, has done his work to the satisfaction of the Board."

Moradabad.—Mr. Spedding, the President of the District Board, forwards with his own report, one by Mr. Giles, the Secretary to the Educational Committee. Mr. Giles notes with regret that the abolition of the Municipality at Dhanaura has been followed by the closing of the free school maintained from the municipal funds. The number of boarders in the *zila school* boarding-house was 38, of whom 18 were Muhammadans. Mr. Giles remarks the increasing popularity of this school. He notes the increase in attendance at all the tahsíli schools, except at that of Thákurdwárá, which has been deteriorated by disputes between the masters. He writes :—

"I have had no opportunity of visiting private schools, except in Moradabad city. There is a large school attached to the Badshahi Masjid, which nearly 200 poor boys frequent. They are taught the Kuran, Arabic, Persian and arithmetic. No fees are charged, and the poor boys are assisted with food and clothes.

"The expenses are defrayed by subscription under the management of a committee of Muhammadan gentlemen, and the pupils come from as far as the Panjab, Sylhet, and even Rangoon. It is a branch of the celebrated school at Deoband. The Hindu community have a Sanskrit school which is not very flourishing. It is proposed to teach English as well as Sanskrit and arithmetic. The late Mir Imdad Ali, C. S. I., founded a school which is now kept up entirely by his widow at an expense of over Rs. 100 a month, and is well frequented. The founder, a man of wide and liberal views, intended that the school should be quite unsectarian, and among the pupils there are now Sunnis, Shias and Hindus. He established a course of study, such as is adopted in European schools, and provided the teachers with maps, globes, surveying instruments and books. Unfortunately the school shows signs of declining to the usual narrow type of private schools. Geography and history are no longer taught; geometry and mensuration have been discontinued, and little attention is paid to arithmetic.

"The almost universal use of the Persian character is perhaps worth noting, a Nagri school has little chance of succeeding. As an instance of the rarity of the Hindi character I may mention that among over 200 papers sent in at the patwáris' examination, all but three were written in the Persian character. This is a striking preponderance even in a district with so large a Muhammadan population as Moradabad."

The President, Mr. Spedding, calls attention to the fact that the average daily attendance at the zila school has increased in two years from 203 to 301, and remarks that the present Head Master, Mr. Bonnaud, deserves credit for his management. He writes :—

"The Amroha Anglo-Vernacular School is another instance of steady increase. Some years ago it was necessary to reduce its standard owing to the extreme apathy of the inhabitants of the town. Within the last two years education, both English and vernacular, has received a wonderful impetus. From the beginning of the current year I have been able to reinstate the former standard of the school, and the number of pupils is very rapidly increasing." He states that the private school started by the Sunnis at Amroha has proved a success, and it is worthy of a grant-in-aid. He has noticed in several distinct localities a spontaneous desire for increased facilities for promoting the education of girls. He considers the time has now come to foster this feeling. The results of his inspection of very many village schools were, on the whole, satisfactory.

Budaun.—The report is signed by the President of the District Board, Mr. Hall, and gives a *resumé* of the statistics of the year, such as may be gathered from the annual tables. Two middle schools were reduced to the primary class on the recommendation of the Inspector of Schools. Out of 123 teachers, 44 have no certificates. Maulvi Muhi-ud-din, the former Deputy Inspector, retired in October, and since then Munshi Debi Prasad has been officiating in the appointment on probation. The report does not speak of his work.

Bareilly.—The report is written by Sayyid Ali Hasan, Deputy Collector.

He states that the number of girls' schools has increased since last year from 12 with 326 pupils to 17 with 440 pupils. He considers that the number of village schools has reached the maximum, every village where there is a demand for education being supplied with a school. Nine village schools were closed and started elsewhere.

A special sub-committee has been appointed to superintend the girls' schools with good effect. He mentions that the girls' school at Beharipur has been provided with a Mistress to teach sewing.

The Collector inspected almost every school of importance, and Mr. Brownrigg, Assistant Collector, and the Sayyid inspected more than 80 schools between them. The inspections by the members of the Local Boards were few. As to the teachers in village schools, he writes :—"The bulk of them are residents of the city of Bareilly or

of some town in the district. They cannot afford to keep their families with them, and are consequently frequently absent with or without leave." He gives the following comparative statement of the distribution of the school children in the seven classes :—

TAHSÍLI SCHOOLS.

MARCH.			I	II	III	IV	V	VI	VII		Total.
1884	...	...	43	45	39	65	107	134	215	=	648
1885	...	...	55	60	38	64	120	120	227	„	684
HALKABANDI, &c.											
1884	...	...	8	30	201	273	448	637	2,581	„	4,178
1885	...	...	28	37	203	296	502	690	2,483	„	4,234
GIRLS' SCHOOLS											
1884	...	...	...	...	...	5	5	23	293	„	326
1885	...	...	...	...	...	16	24	37	363	„	440

With regard to the excessive number of boys in the lower classes, he remarks :—" It is chiefly because in the lower classes new faces are always to be seen. As to the school books he remarks, that some of them are abstruse and not adapted to the schools. He speaks highly of the tahsíli school at Bareilly, but considers the Hindi class ' poor.' Prizes were distributed to successful pupils of the school by the Collector.

" The meeting was an imposing and brilliant one, probably the first of its sort that was ever held at a vernacular school in the district. It left a great impression on the minds of all those present, and will doubtless serve to stimulate boys, teachers, and all others concerned. The head teacher was presented, by a wealthy resident of the town, with a silver watch valued at Rs. 40." The Deputy Collector thinks the state of the tahsíli schools at Aonla, Faridpur and Nawabganj is satisfactory. The head teacher of the Aonla school was presented with a watch by the committee. The head teachers of two village schools, those of Gaini and Budhauli were presented, with turbans and Rs. 5 by the Committee. Among the schools for girls he mentions with special approbation that of Tilhar, where Thakur and Brahman girls aged from 8 to 16, are taught by a certificated Mistress in a way which does her much credit. He adds :—" The school has been in existence for several years past, and a couple of pupils were found capable of being appointed as teachers for sister institutions."

As to the Deputy Inspector he notes that his tour of inspection was shorter than usual owing to his being detained at head-quarters in performing the work of his clerk who died. The Committee wish him to be more active in future. The Sub-Inspector has worked hard, and is suited to his office.

Mr. Neale, the President of the District Board, in forwarding the above report, expresses the opinion that education is steadily progressing. The Local Board as a body does not interest itself in it, but several of them do individually and their work is valuable in the way of checking misconduct in teachers. He considers that the books and style of teaching are poor, and much might be done to improve both. " Female education is taking root slowly. With a little encouragement it will make great advances."

Sháhjahánpur.—Mr. Whish, C. S., Secretary to the District Board, reviews the year's work in detail, commending the work done by the Deputy Inspector, Munshi Ishri Prasad and his Assistant. Mr. Whish examined one-half the district schools, leaving the other half to be examined by the Inspector, and attaches the greatest value to this annual examination : without such a system it is, he thinks, impossible to know whether progress is being made or not. Regarding the middle schools, he remarks that those at Sháhjahánpur and Tilhar are in a satisfactory condition ; that of Jalalabad is improving, as is even that of Pawayan also. Mr. Whish found the improvement marked in the halkabandi schools of the half of the district he inspected, and the Inspector found the same results in the other half of the district. " The present condition of each school has been recorded in the Inspection Book for future reference. If an annual examination by a superior officer can be kept up, this book will present a history of each institution and be a useful guide." Mr. Whish considers the system on which district scholarships are given to be unsatisfactory, and suggest the institution of a competitive examination with certain security as to refund in case of non-completion of the course of studies. " The cold weather inquiry has brought out the fact that a desire for girls' schools exists in many parts of the district, and some have been actually started by the people themselves under promise of assistance if they give any hope of succeeding. What is now wanted is training of teachers." " As to physical training, I have given up the idea of generally introducing cricket, and have been teaching the boys all over the district to play the inexpensive game of rounders instead, inducing them to play matches against other schools, and thus to foster a healthy spirit of emulation. I have had independent testimony to the game already having become very popular in at least some portions of the district.

" I have endeavoured to make a searching inqury into the existing distribution of schools, to find out places where a minor population which might be reasonably expected to attend school existed, and to start new schools therein. Where private tuition was already going on, the teacher has been induced to collect more pupils, *and not make them pay any fees*, for payment of fees deters all but few boys from attending

their classes. Where no teacher was found, efforts were made to induce the people to engage one on the understanding that, should he be successful in collecting pupils, he would receive Government aid. Even if we receive no special grant, we can reward private effort by closing our bad and doubtful schools, and devoting the saving in this way, or we could bring the successful tutors on our list of paid tutors."

On the whole, Mr. Whish considers the educational work during the year to have been satisfactory, and calls especial attention to the increased attendance at the tahsili schools and in the number of passed pupils of the primary schools. The following are the figures quoted :—

Middle Schools.

Year ending March.	*Present at examination.*	*Passed.*
1881	390	180
1885	744	618

Primary Schools.

1881	1,799	649
1885	2,403	1,678

Pilibhít.—The report is signed by Mr. Hardy, President of the District Board. He notices that the schools with upper primary sections have, during the last *five* years, increased from 8 to 41, an increase of 10 having taken place during the last 12 months. The Deputy Inspector, Munshi Karamat Ali, is said to have spent much time in endeavouring to improve the middle schools. The Committee express themselves as satisfied with his work. Two-thirds of the village teacherships are now held by certificated men.

Cawnpore.—Report by Mr. Bird, C. S., Secretary to the District Board.

The vernacular middle class schools have, he considers, done well on the whole. Rs. 10 salary is insufficient for a tahsíli school teacher, and the Board are anxious to raise their pay to Rs. 15, where it is below that rate. Noting that ten village schools were abolished, and nine new ones opened in their place, Mr. Bird remarks :—"Zamíndárs often apply for schools for some purpose or another, and manage to get a good attendance for a few months. They then cease to use their influence, and all the boys leave the school. I made several efforts during the year to induce zamíndárs to pay half the cost of schools, they appeared so anxious to have opened in their villages, but their zeal collapsed in a remarkable manner. There seems no doubt that there are at present quite as many schools as are required, and some more might with advantage be abolished. The difficulty, which frequently arises in deciding whether a school should be abolished or not, is that it is not always quite clear whether the want of success is due to the laziness of the teacher or the apathy of the villagers."

He considers the teachers are improving slowly. "Promotion from class to class is much too slow, and, as usual, the large majority of boys are in the 7th class. Many of these are kept in the class for years and know nothing at the end of the time. The registers, I fear, are as untrustworthy as ever; and this year the Inspector caught a teacher producing for examination a boy not on his register, and putting boys of higher classes into lower" He himself examined most of the schools in Bilhaur and Shuirajpur, and thought they did as well as schools in other districts where he had been. A special register has been started by Mr. Bird to check the Deputy Inspector's visits, as he and his Assistant were found to leave distant schools unvisited for a long time. The register will be examined quarterly.

Fatehpur.—The report, signed by Mr. Bartlett, Secretary, District Board, notices that four village schools were abolished on account of the poor attendance of scholars. Mr. Bartlett examined schools of this class, finding them in a not very satisfactory state both as to teaching and attendance. "The schoolmasters are inclined to neglect the too lowest classes which are very seldom examined by the Inspector." He has, however, been favourably impressed with the work of the Deputy Inspector, Munshi Pran Sukh, who took charge in September last. He seems to be energetic, intelligent, and hardworking. He remarks on the difficulty of finding good teachers for the schools, a difficulty which the Deputy Inspector is endeavouring to overcome by introducing men from other districts. He points out the inexpediency of not building school-houses hastily. "I have both in this and other districts noticed that such Government buildings have had to be sold at a very great sacrifice, because owing to the small attendance it has been decided to close the school." Mr. Bartlett states that as far as he knows, the work of the Sub-Deputy Inspector, Ram Dial, has been good. Sixty-one schools were inspected by the district staff, and two by Chaudhari Muhammad Yar.

Bánda.—The report is signed by Mr. Holt, Assistant Magistrate in charge of the Educational Department. He notices that there were 15 scholars in the boarding-house of the zila school, of whom only five are scholarship-holders. In the village schools the average daily attendance has fallen from 3,488 to 2,868. Three of the schools of this class are partly supported by the zamíndárs. There are no less than 62 uncertificated teachers to 105 certificated. Not a single school was inspected by a member of the District Board.

Hamirpur.—Mr. Twigg, President of the District Board, forwards a report drawn up by the Secretary, Pandit Kunwar Bahadur, with a covering letter of his own. The Secretary states that the number of vernacular schools with middle classes was reduced from 11 to 9, and the average attendance has fallen from 68 to 56, but the number of boys who passed the upper and lower primary standards has remained stationary, 96 last year to 95 this. The number of scholars in the village schools has decreased from 2,830 to 2,212, which the Secretary ascribes mainly to a rule introduced by the District Board that the enrolment in the lowest class must not exceed one-fourth of the whole number of scholars in the school. He thinks also that closer inspection has tended to diminish the nominal enrolment. He states there are 99 indigenous schools with 752 boys in attendance, but he has "no hesitation in saying that only a few of these schools have any permanent existence." Most of them are schools in name only. The examination of the upper primary class resulted in 176 passing against 110 last year; 312 passed the lower primary against 285 last year. He considers that to secure efficiency and uniformity, the dates and subjects of these examinations should be fixed. With regard to scholarships the Secretary writes:—"The system of awarding scholarships does not seem satisfactory. In many cases it has been found that the holders have enjoyed them for years irrespective of their passing at the time of examination." Measures are being taken to rectify this. With regard to buildings for village schools, he remarks they should not be built so long as quarters can be rented, as it often happens that houses are built for schools which eventually fail. He reports that many inspections were made by the District Officers, but that they left no record of the results. Out of 101 teachers there are 12 who hold no certificates. In order to attract a better class of men the teachers have been graded in six classes, *viz.*:—

Rs.	Rs.
3 on 15.	12 on 9.
12 „ 12.	12 „ 8.
12 „ 10.	15 „ 7.

The office of Deputy Inspector of Schools was held by Munshi Kanhaya Lal, who was succeeded by Babu Ram Autar. He considers that the return of inspections shows that the work of these officers and of the Sub-Deputy Inspector, Pandit Girdhari Lal, was satisfactory. He speaks with special approval of the work of the latter.

Mr. Twigg makes the following remarks on the zila school:—"It has been for some years both as regards teaching and popularity in a highly unsatisfactory state. The inefficiency of the Head Master is the chief cause. He is an old officer within a few years of pension, and has neither energy nor capacity. The people are extremely dissatisfied with this state of things which has been to a certain extent tolerated to secure the Head Master's pension. He should be required to resign or accept some suitable position in a public office, taking leave till such a place is found for him. The changes of the 2nd master have also done much harm"

With regard to the grading of village school teachers, he remarks:—"Degradation is substituted for fine, and when one man is degraded another is at once promoted to the vacant place. In this way the annual grant for salaries is fully expended without constant supervision of the accounts. The increased rates of pay under the new grading have made the service attractive.

"At the end of the year I issued an order that guardians of children should send them even for an hour or so a day to the village schools, if a whole day's attendance would be inconveinent . . . . . I cannot say what will be the effect of this order: it will, at all events, nullify the common objection that children cannot be spared. I noticed very serious and almost universal defect in the teaching of arithmetic. Very few of the masters, and still fewer boys knew short division, that is to say, they could not divide by even the smallest number without writing down the whole series of multiplications and subtractions involved in the ordinary process. Very strict orders have been issued on the subject. He notes the efficiency with which Pandit Kunwar Bahadur performs the duties of Secretary in the Education Department.

Allahabad.—The report, signed by Mr. W. C. Hennessy, Secretary to the District Board, shows the number of pupils in the *middle vernacular schools* has increased from 470 last year to 572 this, and that out of this number there are 118 scholars in the middle classes. The fees levied in these schools have risen from Rs. 102 to Rs. 147. The middle school at Karchana is said to be in the same state as last year, and the scholars to have been promoted without sufficient regard "to efficiency." The scholars enrolled in the village schools are slightly more numerous than last year, but the average attendance is somewhat lower. "The state of education, a few schools excepted, was not satisfactory, especially in the lower classes." Most of the schools are said to have been inspected by the District Officers.

Jaunpur.—The report is written by Deputy Collector, Shah Zahir Alam, who acts as Secretary to the District Board. He notices that four halkabandi schools were raised to the middle standard during the year. As to the schools for girls, he remarks that there are 64 girls on the rolls, but their progress is not satisfactory. The girls do not get beyond the 6th class, one indeed does profess to have scholars on the 5th

class, but as neither the teacher nor pupils appear before the Inspecting Officer, the real state of the school cannot be ascertained. He notices unfavourably the employment of village schoolmasters in postal work, and the President notes his concurrence in this opinion.

Munshi Amanat Husen, the Deputy Inspector of Schools, since transferred to Gorakhpur, is said by the Secretary to have worked well during the year.

Azamgarh.—The report is signed by Mr. Kitts, President of the District Board. There has been a decrease in the total number of the pupils in the *middle vernacular schools*, but the pupils of the middle and upper primary classes have increased by 93, and the average daily attendance shows also an increase. The passes in the upper primary examination are also more numerous. Similarly in the *village schools* the number of scholars in the upper primary section and the number who have passed into the middle classes show an increase. The two girls' schools are reported not to flourish. The President remarks :—"These schools are an educational luxury, which the people do not appear to appreciate." Inspections of schools are said to have been made by the Magistrates on tour.

Mirzapur.—The report is signed by Babu Joygupaul Banerji, Secretary, District School Committee. With regard to the zila school, he remarks that there is not such harmony of feelings among the teaching staff as could be desired. This may, he thinks, interfere with the progress of the school. The number of pupils living in the Boarding-house has decreased from 29 to 20. No explanation is offered of this. The Superintendent, Chedi Lal, is said to look after the boys well. Some of the village schools are said to have been examined by the President and Secretary who found the boys to be making good progress. The Mirzapur girls' school is reported to have fallen off both in numbers and instruction, but those at Gopiganj and Naibazar, to have made satisfactory progress. That at Chunar is not in a satisfactory condition. The Secretary considers the progress made in the districts generally, was satisfactory, notwithstanding the epidemic diseases which prevailed, causing the temporary closing of many schools. The Deputy Inspector, Pandit Kishor Chandra, is said to have exercised an able supervision.

Benares.—The report is signed by Mr. Adams, the President, District Board. It refers to many aided schools which are not under the superintendence of the Board. The seven free schools maintained by the Municipality are said to be under a special inspecting officer, styled *girdáwar*. The London Mission schools for girls under Mrs. Hewlett, are said to be in good working order. The girls learn needlework as well as reading, &c. The Joint-Magistrate and Assistant Magistrate are reported to have inspected many schools, and to have found them mostly in a satisfactory condition. The Deputy Inspector, M. Mahadeva Prasad, is described as an energetic officer.

Ghazipur.—The report, written by Mr. J. E. Gill, C. S., Secretary to the District Board, shows that only 22 out of the 122 schools were visited by the District Officers and members of the Board. The average attendance is said to have increased from 4,343 to 4,406.

Gorakhpur.—The President of the District Board forwards reports by the Secretary, Babu C. Thakur, and the Deputy Inspector of Schools, M. Amanat Husen, together with a report of his own. From the Deputy Inspector's statistics, it appears, there has been an increase in the attendance at all classes of schools There are three aided village schools, but in one of these the zamindárs are reported to have almost withdrawn their contribution, leaving the teacher dependent on the aid from the Board. With regard to the late Deputy Inspector of Schools, M. Janki Prasad, (now transferred to Jaunpur) Babu C. Thakur remarks, that he did not do his work satisfactorily. He left 58 schools unexamined, though he was in the district throughout the year. He notes that, though there are 229 scholars on the rolls of the oriental zila school, the average daily attendance was only 125. Ten boys from this school went up for the Entrance Examination of the Benares Sanskrit College (the Prathama Pariksha), and 13 are preparing for the Panjab University Examination. The Secretary reports favourably of the work of the Sub-Deputy Inspector, M. Jagadish Prasad.

The President, Mr. Kennedy, considers the figures satisfactory—a slight increase in the number of boys enrolled, a considerable increase in the attendance and in the number sent up for examinations. He examined the new Anglo-Vernacular school at Deoria, and was much pleased with the progress made by the boys in English. Noticing the remarkable difference between the number on the rolls and the attendance at the oriental zila school, Mr. Kennedy writes :—"The number on the rolls is, however, practically fictitious : boys are kept on the rolls long after they have ceased to attend, except, perhaps, for a little Arabic. The register was purged not a year ago, but the Head Master has again managed to bring on a number of names and another purgation is required. The school, however, which has been repeatedly condemned, is in other respects doing better than it ever did before. A general exhibition and prize day was held at which most of the leading men in the city and some European ladies and gentlemen attended. There is still much room for improvement, especially in the manner of teaching and in administration.

"There are four artisans' night schools in the city started by P. Salig Ram, and at present under B. Durga Prasad. The average attendance is 50, exclusively artisans."

Mr. Kennedy considers the schools of the pargana and upper halkabandi type to be excellent in their degree, and would recommend their multiplication by all means.

Basti.—The report written by M. Chet Ram, Secretary, is forwarded with a covering letter by Mr. V. A. Smith, President of the District Board. The Secretary speaks highly of the management of the Church Mission School, which takes the place of a zila school in this district. He notes that the number of candidates for the middle vernacular examination has increased from 29 to 39. The number of scholars in the upper primary section of the schools has fallen from 813 to 656, but no explanation is offered of this falling off. He considered the Bansi Anglo-Vernacular School to be doing well, but the President remarks that the Anglo-Vernacular department of the school is very poor. The institution is supported by the Raja of Bánsi. M. Chet Ram thinks educational matters have improved, and the inspections occasionally made by members of the Board has tended to awaken teachers to a sense of duty. He speaks well of the work done by the present Deputy Inspector, M. Sri Narain and his assistant, L. Ajudhia Prasad. He suggests the introduction into village schools of compilations from some of the Acts and Rules of practice, such as Act XII of 1881, the Registration and Court Fees Acts, and considers the present course of study unsuited to the wants of the people.

Mr. Smith considers the present Deputy Inspector energetic and to have improved the educational state of the district. He found from inspection the girls' school at Mindhawal was a mere sham, and had it closed. "There is no demand for girls' schools, many of the Chhatri girls are taught to read and write, but any teaching they get is at home." He considers the present Head Master of the Church Mission School, Babu Hari Mohan Banerjia, to deserve praise for his management. He states that the teacher of one of the village schools has been employed by the postal authorities as a postmaster, but thinks the postal duties must interfere with teaching.

Ballia.—The report is signed by Mr. Roberts, Chairman of the District Board. It shows that the Ballia Anglo-Vernacular School has now 376 pupils on its rolls, against 288 last year, and 153 in the year 1881. The fees levied have increased from Rs. 941 last year to Rs. 1,580 this. The accommodation is now quite inadequate to the number of the pupils. A class for the Calcutta University Entrance Examination was started this year, and one boy from it passed the recent examination. Mr. Roberts draws attention to the fact, that more than one-fourth of the gross expenditure on the school was met by tuition fees. If the expenditure on building and scholarships be deducted, the tuitional fees cover 37 per cent. of the tuitional expenditure, a percentage which Mr. Roberts thinks is unprecedented in the educational annals of India. There were 31 boarders at the school. At the *middle vernacular* schools the average daily attendance has increased from 420 to 527. Mr. Roberts considers these schools have done good work. The buildings are all overcrowded; something has been done to extend them, but much is still required. There has been a fair increase in the number of the scholars at the *halkabandi* schools. Out of the 105 teachers employed by the Board, 74 hold certificates. Mr. Roberts states that Maharani Saran Mai gave Rs. 100 towards building a school in one of her villages, and Sudisht Gosain, a famous ascetic in pargana Doaba, gave similar aid. The residents of Sughar Chhapra subscribed Rs. 108 towards the school building in their village. Of the 85 schools Mr. Roberts examined five, and the Deputy Collector 12. None of the non-official members of the Board did anything worthy of remark, except one who undertook the building of a school-house. The work of the Deputy Inspector, Balkishan Lal, is highly commended.

Jhánsi.—The report is signed by Mr. Sturt, the Officiating Deputy Commissioner and President, District Board. It shows that in the six tahsili and pargana schools there are 29 boys in the middle stage against 18 last year. Two village schools have been raised to the middle standard, and the rolls of these schools show an increase of 67 scholars on the 1,328 enrolled last year. The pupils of the subscription school at Gursarae have dwindled to 18 from 24 last year. No explanation of this diminution is offered. Thirteen out of the 58 schools are said to have been inspected by the District Officers.

The Commissioner, Mr. Ward, in forwarding the above, notes that there must be at least 20,000 boys of the school-going age, growing up without instruction. On visiting the Normal School at Jhánsi he found the instruction as practical and sensible as the Head Master could make it. "The only book, however, which is read by the young men bearing on the art of teaching, is a tiny pamphlet of about 20 pages." He considers there is no desire for high education in the district, except at head-quarters and among Government officials. The wealthy Municipality of Mau Ranipur is especially backward.

Jalaun.—The report is signed by Mr. P. White, the Deputy Commissioner and President of the Board. The average daily attendance at the middle schools has decreased from 430 to 410, the falling off being, in the opinion of the President due to epidemic diseases. Only 28 scholars appeared at the upper primary examina-

tions against 69 last year, but the number of candidates for the middle examination increased from 18 to 35. As to the *village* schools, the number of scholars present at the upper primary examinations has decreased from 133 to only 36, while the number of those present at the lower primary has remained stationary. The three municipal schools with 129 scholars on the rolls did not send a single scholar to the upper primary examination, and only 12 to the lower primary. The three primary schools maintained by native chiefs with 107 scholars on the rolls, sent but one scholar to the upper primary examination. The Orai Anglo-Vernacular School is pronounced to have made much progress, but the school of the same class at Kunch has only 38 scholars against 44 last year, and is said not to have been a success. The Deputy Commissioner doubts whether the results of the annual examinations held by the Inspector quite fairly represent the year's work. One or two questions cannot bring out the true proficiency of the boys. A series of not too technical questions should be patiently put before failure is pronounced . . . . . The questions put by the Inspector should be reduced to writing and furnished to the District Board with the results of examination." He reports that Deputy Inspector and his Assistant have done well.

Mr. Ward, the Commissioner, in forwarding the report, remarks on the very low stage of education in the district :—" At least 83 per cent. of the boy population must be growing up in complete ignorance." He himself inspected the Orai Anglo-Vernacular school and considers it a promising institution.

Lalitpur.—The report is signed by Lieutenant-Colonel Liston, President of the Board, and shows that the average daily attendance at both middle and village schools has remained nearly stationary. The inconvenience from the overcrowding of the lower classes of the zila school is noticed. Only 15 boys passed the upper primary examination against 16 last year, and 39 the lower primary against 56. With regard to the middle examinations, the President remarks that in his opinion and that of the members of the District Board many of the questions set were not fair. The inmates of the Boarding-house at the zila school have increased from one last year to seven.

In forwarding the above, the Commissioner, Mr. Ward remarks :—" The backward state of education in this district is conspicuous in all matters of business, but perhaps in none more than in the business of the law courts. There is said to be no pleader, but the Government pleader and the mukhtars and petition-writers are of the most inferior class. I fear there will be little change until the construction of the railway affords the people an opportunity of comparing themselves with others." . . . . " A systematic yearly comparison of the number of boys of school-going age with the number and capacity of all the institutions existing for their education is much needed."

Kumaun.—The Senior Assistant Commissioner sends a brief report. He notices that during the last two years the average daily attendance of scholars has increased from 3,796 to 5,035, and writes :—

" I inspect all the schools within a reasonable distance of my camp, and my conviction is that the figures as regards primary schools are fairly correct. I have no doubt that an appreciation of the value of education is surely and steadily spreading, and our object should be to encourage this by locating more schools, where possible, for imparting primary education to the masses. . . . . " I hope to see classes for more practical and useful education started in our Almora High School, as it is quite impossible that the number of lads who now pass the Anglo-Vernacular Middle Class Examination can obtain Government employment, and it would be far better if they were given an education which would get them for other pursuits."

Garhwál.—Major G. Reade, President of the District Board, forwards the annual statistical returns, noting the main figures.

Tarái.—The report, signed by Mr. Kilvert, Secretary to the Local Board, shows the average daily attendance to have increased slightly.

Lucknow.—The report is drawn up by the Deputy Inspector of Schools, P. Ram Lal Dube. The average attendance at the four *town schools* has increased slightly ; the pupils of the middle classes have increased from 72 to 115, while those in the upper primary stage have remained numerically stationary. The passes in the upper primary examination have risen from 34 to 48. The number of pupils in the *Municipal schools* has increased slightly, but the enrolment of the upper primary section has fallen from 26 to 24. The following shows the comparative distribution of the pupils of the *village schools* :—

	Classes					
	III.	IV.	V.	VI.	VII.	Total.
1884	250	256	330	327	876	= 2,039
1885	288	286	307	291	1,044	.. 2,216

The pupils in the upper primary section have thus increased from 506 to 574. The passes in the upper primary standard have increased from 122 to 192. The building work connected with the village schools is said to have been carried out under the supervision of the teachers. The Deputy Inspector states that several schools were visited by the local authorities, and that he himself paid four visits to every school.

The village teacher's circulating library has been increased by 175 volumes.

The following is a comparative statement of the classification of the girls in the Board's Schools:—

	Classes					
	III.	IV.	V.	VI.	VII.	Total.
1884	35	32	47	62	150	326
1885	29	31	43	45	165	313

Thus the number of pupils in the upper primary section has fallen off from 67 to 60. These pupils are scattered through 11 schools, of which 10 are in Lucknow. The Deputy Inspector reports that the Teachers' Prize Committee distributed Rs. 547 in prizes at the annual meeting held by the President.

The Commissioner, Mr. Quinn, in forwarding the above, remarks that the girls' schools do not show any satisfactory results. "The District Board seems to have done nothing more than receive and pass orders on the Deputy Inspector's reports."

Unao.—The report is furnished by Mr. T. J. Crawford, President of the District Board. He states that he has examined every school near which he passed while on tour, and has been able to bring to special notice one or two of the most unsatisfactory schools, and pick out one or two of the best. His object was to show that he took an interest in the schools. The Extra Assistant Commissioner also visited numerous schools. Mr. Crawford wishes he could report that any members of the Distict Board showed an intelligent interest in education, or made an attempt at supervision. He writes:—"The impression left on me by the cursory examinations I held was that whatever else the boys were taught they were not taught to use their own intelligence. They simply read their daily lesson book with a view to reiterating the sounds of the words and considered it an extraordinary thing that they were supposed to have read to understanding. I annex a set of notes recorded at Bhagwantnagar School, which was not the worst I saw. In one large school otherwise good, the Head Master confessed to me privately he himself could not have made up a set of rendition of accounts of a village at the simplicity of which the kanúngoes and other officials, who had accompanied me to the school, were broadly grinning, and even a higher educational official than the Head Master of a school confessed to me an equal inability." "I was in hopes last year that the percentages of increase noted in last year's report, as also some other indications I saw in the district might be interpreted as showing a tendency of the people to desire a higher class of education. I regret to say that I fear I was too sanguine, as I have observed no further broad indications.

"I have already indicated my opinion that it is hardly worth while to maintain schools where the average number is less than 15, and I have given notice of a motion to close all village schools in which for six months past the average attendance has been less than 15. With the savings thus effected I propose to increase the status of the miserable schoolmasters who get pay equal to or less than that of an ordinary chaprasi, or to open other schools where necessity may be shown to exist." Mr. Crawford considers it anomalous that the boarding-house at the zila school should be under the Board, which is not concerned with the school itself. He notes the absence of regulations for the inmates of the boarding-house, and proposes to supply them. He notes the inspection work done by the Deputy Inspector to be considerable, but remarks that the Board is not kept sufficiently acquainted with its results.

Copy of remarks at Bhagwantnagar Vernacular Town School, by Mr. Crawford, President, District Board.

I regret to say my remarks cannot be so complimentary as those of Mr. Sanders, who is the last European official who visited the school. I heard the boys read out of a book they were supposed to have finished.

I then proceeded to question them about the contents of the book in a general way. I was met with the answer. "Oh, we do not know that, we are not accustomed to be questioned about that." Take the thing as a general result. The boys knew nothing of the contents of a book they had read or were supposed to have read through. In other words, they had been taught to read the letter and the words; but it was not considered that they should take any trouble to understand or to grasp the information contained in the book, and they considered it a wonderful thing that they were expected to do so. They told me they were ready to answer questions in geography or history from their text-books.

I had a very simple parwana dictated to them by my Sarishtadar, and not one of the senior class (who have been nine years at school) could write it with correctness. One or two of the third highest class did produce a correct exercise, but it was clear that they had all been helping each other and correcting from the mistakes found in the two senior classes. Result—not one pupil could write a not very difficult dictation of a form and style not given in their books.

A very simple Samjhota of accounts, which one of the least educated of our wretched patwáris could do in five minutes was answered correctly by two after about half an hour. One I suspected, strongly got his figures from hearing a dictation being given by me. Result—that of boys who have been six, seven, eight, and nine years at school only two (probably one) could assist any zamindar to make a patwári's account.

The method by which even this result was obtained was ridiculous. I purposely gave areas only in half and quarter bighas and rates of rent in rupees, and half rupees, and yet the whole thing was reduced into an almost incomprehensible account. The whole area was reduced into 20 biswas, and the rental reduced into 16 annas, and a most complicated account was worked out, I may say, to my astonishment with correctness, for I looked on the figuring with wonder.

I think the School Master and his Assistant only want being put in the right road, and would wittingly do practical work. I fear educational officers are too much tied down to book work and results examination. I wish the boys after three years to go out (if they choose to leave school) with some general education of a mild kind, but with some practical knowledge of accounts which they can bring to use in their future life, *i.e.*, in the life of the zemindar and Mahajans, with whom their life is to be spent, and apparently boys who have been nine years at Nagar School don't do so.

Bara Banki.—The report is signed by Mr. J. White, Chairman of the District Board. It shows there has been an increase in the attendance of scholars at schools of all classes, except those for girls. With regard to the zila school Mr. White remarks: —"The main increase has been in the lower sections of the school. Eighty-eight (of the 189 boys) are in the lower primary section; these might be provided for elsewhere and so relieve the pressure on the too limited space in the school building. The fee receipts amount to only 18 per cent. of the total cost of education," the balance being paid by Government. "The question of raising the fee might be re-considered." "Viewed as an institution for the education of Government employés at a nominal cost," to them it "seems to be a flourishing one, and the credit of this belongs no doubt mainly to the Head Master. If Government likes to improve the position of its employés by educating their children cheaply, that is a reasonable thing to do. But it is important the facts should be clearly understood." With regard to the boarding-house attached to the school, Mr. White states that on the occasion of his visit he found it dirty and untidy.

He notes that though the amount of fees collected from scholars of *town schools* has increased from Rs. 363 to Rs. 400, the rate per scholar has fallen from Re. 1-2-8 to Re. 0-13-3. There has been an increase in the number of scholars in the upper classes of these schools. A similar increase has taken place in the upper classes of the village schools. He reports that some of the poorest schools were abolished to obtain funds for increasing the staff of those which were doing well. He considers everything about the school for girls to be unsatisfactory; not one girl passed any standard of examination.

Sitapur.—The report drawn up by the Deputy Inspector of Schools, Babu Kesava Chandra Deb, is forwarded by the President of the District Board, Mr. Butts, with a few remarks of his own. From the statistics given, it appears the pupils in the *town schools* have increased from 650 to 690, but the number in the middle classes has increased from 71 to 107. In the upper primary section, however, the number enrolled has slightly fallen off. In the *village* schools the average daily attendance has slightly increased from 3,006 to 3,191. The scholars in the primary section of the schools have increased from 683 to 735, and the fees said to be collected by the teachers have increased to Rs. 733. The passes in the upper primary are 160 against 105 last year, and in the lower primary 375 against 295. The Deputy Inspector states that he requires a minimum of 50 per cent. of marks to be gained for a pass in these primary examinations. In the six *night schools* there were 59 scholars distributed among the classes as follows:—

	Classes				
	III	IV	V	VI	VII
	5	1	2	15	36

Last year there were four scholars in the upper primary section of these schools, and this year we have six. The fee receipts from these schools amounted to Rs. 8-10-6. These schools are said to be ancillary to the day schools of the villages where they are located. In the 114 village schools there are employed only 6[illegible] teachers with certificates. The Deputy Inspector thinks the girls' schools are doing tolerably well, but the following is given as the classification of the pupils:—

	Classes					
	III	IV	V	VI	VII	Total.
Pupils ...	2	4	1	[illegible]	83	96

Thus out of 96 girls six are in the upper primary classes, and 13 only have passed beyond the elements of reading, &c. The two pupils shown above in class II are said to be pupils in the Misrikh Normal School. The Deputy Inspector considers one of the chief obstacles to the extension of education among women to be the absence of competent school mistresses. He mentions Raja Kazim Husain Khan and Thakur Harihar Bakhsh as having assisted in the spread of education. The annual meeting for the distribution of prizes was held at the Town Hall in October, Mr. Butts, the Deputy Commissioner, presiding.

Mr. Butts considers that he thanks of the Board and the Department are due to Babu Keshava Chandra Deb for his unwearied efforts in the promotion of education and his efficient supervision over the schools.

Hardoi.—The report is drawn up by Mr. W. T. Guthrie, C. S. He notes that the scholars in the Town schools, 1,187 last year, have increased to 1,292. The increase equal to 9 per cent., is exclusively in the main schools, the number of scholars in the branch schools having decreased. There has been an increase of 4 per cent. on the number of scholars in the village schools last year, but the average cost per scholar has also increased. Mr. Guthrie speaks from personal inspection of the fair efficiency of the schools in the Sandila tahsíl, and states that many of the zamíndárs take considerable interest in them. As to indigenous schools he thinks that we may obtain many valuable hints from an inquiry into the nature and method of instruction in the self-supporting schools. The Deputy Commissioner is reported to have examined six of the middle schools, and 21 schools were examined by his assistants. No non-official member of the District Board examined a school. The Deputy Commissioner, Lieutenant-Colonel Horsford, states that the High School is one of the most successful in the province, almost entirely owing to the management of the Headmaster, Babu Ishan Chandar Banerjia, who has been connected with it for the last 20 years. The Commissioner, Mr. McConaghey, concurs in these remarks.

Kheri.—The report, written by Maulvi Muhammad Sujjad, Deputy Inspector of Schools, is forwarded by the Deputy Commissioner and the Commissioner, with a few remarks.

It appears that there are 68 boys in the middle classes against 51 last year ; but the pupils in the upper primary stage have increased from 432 to 527. In the town schools 72 per cent. of the boys were in the lower primary section, 18 per cent. in the upper primary, and only 10 per cent. in the middle classes. In the village schools 75 per cent. of the boys are returned in lower section, and only 15 per cent. in the upper.

The fee collection in the town schools has increased from Rs. 327 to Rs. 390. The Deputy Inspector notes with regret that the salaries of many teachers who deserved promotion on the results of the examination could not be enhanced for want of funds. He states that for the first time the scholars of the seventh class appeared at the examination centres. They attended to the number of 465 to 551 on the rolls, and 365 of these were pronounced fit for promotion to the next class. For the upper primary standard, 97 boys were examined against 65 last year; for the lower primary the numbers were practically the same as last year, but the number of passes increased from 146 to 185. Out of 1,536 village scholars on the rolls, 1,322 presented themselves for examination in the different standards of the five classes, and 1,005 were found fit for promotion.

He reports that the old system of school committees has been revived by the President with beneficial effect: new members have been appointed everywhere and directed to hold monthly meetings. There were " 9 meetings held in the four middle schools and 74 held in the village primary schools." He does not specify the benefits which resulted from their meetings.

As to the six schools for girls, it appears two of them are in charge of mistresses trained at the Normal School for women at Malihabad, and the remaning four, of " old men of local reputation and good moral character." The Deputy Inspector considers that, owing to early marriages and the general dislike to the education of women, the schools cannot make rapid progress. From the classification, it appears that out of 139 scholars there are 96 in the *seventh* class, and only 11 in the upper primary section. This is, however, somewhat better than last year, when out of 145, there were 102 in the seventh class, and only seven in the upper primary section. Needle-work, knitting and embroidery are said to be taught to the girls. There are said to be now 862 volumes in the Teachers' Circulating Library, " neatly bound and labelled."

Both the Commissioner and the Deputy Commissioner speak well of the management of the High School under its present Headmaster, Munshi Mendi Lal. Some of the leading talukdars have patronised the school by sending their sons and relatives to it. The Commissioner considers the statistics show distinct progress, and that Maulvi Muhammad Sajjad and the District Committee are to be congratulated on the work which has been done in the schools under their charge.

Fyzabad.—Mr. A. Robinson, C. S., Deputy Commissioner, forwards a brief report. The number of pupils in the zila school and its branches has increased from 678 to 766, and their efficiency and popularity is said to be very creditable to the teachers. Of the 25 inmates of the boarding-house only four are scholarship-holders. Out of 2,238 boys enrolled in the village schools, 2,106 were present at the examination centres, and 1,705 passed in the various standards, equal to 80 per cent. of the examinees. The Deputy Commissioner considers this reflects credit on the Deputy Inspector of Schools, " through whose exertions and close supervision the village schools have made a general improvement in every respect since last year."

Bahraich.—The report is signed by the President of the District Board, Lieutenant-Colonel Currie. The increase in the fees of the *zila* school, from Rs. 601 to Rs. 643, is noticed with satisfaction. The Raja of Bhinga and Sardar Baghail Singh have given annual donations to the library and for the support of indigent scholars. The latter gentleman has expended Rs. 300 in constructing a masonry well for the school. The President mentions the private schools supported by the Kapurthala and Nanpara estates as doing good work. Several village schools are said to have been examined by Mr. Irwin, C. S., and Pandit Janki Prasad, Extra Assistant Commissioner, but with what result is not noticed. With regard to the Deputy Inspector of Schools, the President writes:—"He has difficult and onerous duties to perform and has worked hard and maintained the high opinion in which he is held by his departmental superiors. He considers the Headmaster of the zila school to be a painstaking and efficient teacher. The English reading and pronunciation of the zila school boys was excellent, and would be found hard to beat by any zila school in Oudh."

Gonda.—The report is signed by Colonel Noble, President of the District Board. The schools for girls are said to have made no progress, but all other classes of schools are reported to be improving. Out of 115 schools 26 were visited by members of the district staff. Not one of the non-official members of the District Board examined a school.

Rae Bareli.—The annual report of the Deputy Inspector, Maulvi Ebad-ulla, is forwarded by the President of the District Board, Mr. Chapman, with a covering letter to the Commissioner, Mr. Harington, who adds remarks.

The Deputy Inspector calls attention to the increased demand for vernacular middle schools since the passing of the middle examination has been made a preliminary qualification for Government service. The Commissioner remarks on this that measures should be taken in the zila schools to prepare for the middle vernacular examination pupils, who fail at the Anglo-Vernacular.

The figures given show an increase in the upper primary section of the *town schools* from 72 last year to 87 this. Last year, however, out of 29 scholars examined in the upper primary standard 23 are said to have passed, while in the present year the passes were only 20 out of 43. The town school at Jais is said to have suffered from the unpopularity of its late Headmaster, Maulvi Abid Ali Khan, but to have improved under his successor. The Commissioner notes that Jais was formerly the centre of a school of learning honoured throughout Hindustan, and the present absence of progress in education there is of peculiar interest. "The District Board should be stimulated to aid in restoring the vitalities of the old place." Both the Commissioner and Deputy Commissioner speak highly of the efficiency of the town school at Salon, in which the Tahsildar, Munshi Gomti Prasad, is shown to have taken active interest.

The number of scholars in the village schools has remained nearly stationary, but there are now 1,225 scholars returned in the upper primary section against 1,065 last year. There was also an improvement in the number of the pupils who passed each of the standards of examination. The Deputy Inspector notices especially the diminution of the practice of village schoolmasters of absenting themselves without leave, and attributes this to the severity of the Board in punishing such conduct. On this the Commissioner remarks that it is "gratifying to note that the Board is taking a healthy interest in its schools." There are still 34 uncertificated teachers out of 115 at present under the Board.

The repairs of village schools was made over to the Deputy Inspector after the tahsildars had failed to carry them out.

There are three schools for girls with 76 pupils on the rolls; of these four only are returned in the upper primary stage. For the first time, however, one girl has passed the upper primary examination, which the Commissioner notes as "very satisfactory."

With regard to the Jail School the Deputy Inspector writes:—"This school is in the same disordered state as it has been for some years past. The prisoners being allowed to read only one day in a week, can make little or no improvement. The school has merely a nominal existence."

The Deputy Inspector reports that the annual meeting for the distribution of prizes was held by the Deputy Commissioner, Mr. Chapman, when nearly Rs. 600 were subscribed by the gentlemen of the district. Of this sum Rs. 140 was distributed in prizes for penmanship, composition, drawing (?), &c. Prizes were also given for running, leaping, &c. The Deputy Inspector considers that this annual meeting gives much encouragement, both to masters and pupils.

The Deputy Commissioner in his forwarding letter notices the overcrowded state of the lower classes in the High School. He states that he examined some of the village schools during his tour, and was perfectly satisfied with the progress of the boys. He considers the increase in the number of inspections made by the Deputy Inspector to be satisfactory. The Commissioner considers he is doing his duties faithfully, and that his report shows really solid work is being done.

Sultanpur.—Major Grigg, the Officiating Commissioner, forwards the report of the Deputy Inspector with a covering letter, which Mr. Harington, the Officiating Commissioner, sends on with his own remarks.

The distribution of the scholars in the Government Vernacular Schools is said to be as follows :—

Boys.

		Classes							
		VII	VI	V	IV	III	II	I	Total.
Town schools	...	63	42	37	19	24	20	29	= 234
Village schools	...	1,652	608	605	494	428	...	...	= 3,787
		Girls.							
Sultanpur	...	36	11	5	1	3	...	...	„ 56

The Deputy Inspector shows that in the Jagdispur town school the Scholars in the upper primary section have increased from 14 to 25, and in the middle section from 25 to 34. He gives no such details for the other town school, but shows in both a substantial increase in the fee receipts.

As to village schools the fees returned by the teachers as collected by them are Rs. 1,400 against Rs. 1,012 last year. The girls' schools are reported not to be doing well, but a mistress has been appointed in place of the old man who has hitherto taught one of the schools. The Deputy Inspector complains of having to superintend the repairs of school-houses. He reports that there are now 1,163 volumes in the Teachers' Library, of which 228 were circulated during the year ; 97 volumes were added to the collection.

Major Grigg remarks with satisfaction that the average daily attendance has increased from 3,012 last year to 3,216. He states that the Board have decided to have the repairs of village schools carried out by the zamindars aided by the tahsildars. He considers the results of the year to have been satisfactory, and speaks of the "active supervision" of Pandit Gopi Nath, the Deputy Inspector.

The Officiating Commissioner notes that "very fair and substantial progress is being made," and "the Board takes a healthy interest in its schools." He considers the High Schools should be utilised to qualify students for the middle vernacular examination when they fail in obtaining Anglo-Vernacular certificates. The want becomes accentuated year by year, and as yet is most inadequately met."

Partabgarh.—The report drawn up by the Deputy Inspector, Ahmad Husain, is forwarded to the President, District Board, who sends it with a covering letter.

The following shows the constitution of the classes in the two town schools of Partabgarh and Pati during the two years ending with March, 1884, and March, 1885, respectively :—

		Classes						
		VII.	VI	V	IV	III	II	I
1884	...	17	19	27	41	32	38	61
1885	...	29	27	30	34	54	41	123

The fee income has increased from Rs. 147 to Rs. 220. The Deputy Inspector calls attention to the insufficiency of the school buildings, and to some plans for obtaining more accommodation. The boarding-house at Partabgarh is said to contain 18 scholars, but two of the teachers have taken quarters there "owing to the want of lodging in the town." The present staff of teachers is insufficient for the increased number of scholars. The 2nd class in the Pati School is said to have done very badly at the annual examination, and the school generally to have suffered from quarrels among the teachers. Some transfers have been made, with the result of obtaining three teachers instead of two. The boarding-house, which affords room for five or six scholars, has now seven inmates, and requires extension. The Deputy Inspector reports that the Kunda village school has been raised to the standard of class II, and the number of boys increased to 151, with an average attendance of 133. [The proposal to raise the status of this school to the middle standard is under consideration.] With regard to the two primary schools for girls, he states that there are few girls at the Samdabad School, as the village is very small. Maulvi Muslim Khan and Ahmad Ali Khan of Gutini have given great assistance in building the school-house for girls. The scholars are all of respectable family and their number has increased since two kahars with a palki have been employed in conveying them to and from school. He mentions that two Government village schools have been transferred to private managers as aided schools. He had many applications for aided schools, but no sufficient funds to expend on them. At Kalakankar, Rája Rampal Sinha maintains a school in which the two upper classes receive education in Sanskrit, and the remaining five classes read the usual primary course. The boys in the Sanskrit Department receive Rs. 2 each for maintenance. The repairs to village schools were carried out by the landholders under the supervision of the Tahsildars, with success apparently. The Village Teachers' Library contains 1,111 volumes, of which 184 were circulated.

Mr. Dyson, President of the District Board, states that accommodation for 28 boarders will soon be afforded by the repairs of a deserted Sarai near the Partabgarh

town school. He calls attention to the low average attendance at the town school in Pati, *viz.*, only .52 per cent. This, with the results of the examination, shows the masters have neither proper influence over the boys nor diligence in teaching them.

The President gives the following distribution of the scholars in the zila school:—

	1884.	1885.
High	17	16
Middle	40	36
Upper primary	55	49
Lower „	68	109

The lower standard found in March, 1885, is due to the fact that the Headmaster reduced scholars who failed to make progress, and to the annual examination having been deferred to April. The present Headmaster, Pandit Bishambar Nath, has been in charge of the school for 10 years, and a comparison of the condition of the school, when he took over charge with its present state, shows "how very much has been done; and though part of the success may be ascribed to the increased desire for education among the middle classes, there can be no doubt more is due to the zeal, capacity, and sound judgment which he (the Pandit) has shown." Rs. 263 have been subscribed towards extending the boarding-house, but more than three times that sum is required.

APPENDIX III.

PAPERS SET AT THE DEPARTMENTAL EXAMINATIONS, *viz*, THE *ANGLO*-VERNACULAR MIDDLE EXAMINATION AND THE VERNACULAR MIDDLE EXAMINATION OF APRIL, 1885.

QUESTIONS SET AT THE MIDDLE CLASS EXAMINATION OF APRIL, 1885 (ANGLO-VERNACULAR).

MONDAY, 6TH APRIL, 1885.

I.—ENGLISH.

(*a*) *English Grammar and Idioms. Maximum marks*, 50.

Time allowed, 10 A. M. to 12-30 P. M.

I.—*Reproduce the following in English, in your own words :—*

Frederick the Great is said to have taken the *following* summary and very successful method of suppressing duelling in his army :—

An officer desired his permission *to fight* a duel with a fellow-officer. He gave his consent, with the understanding that *himself* would be a spectator of the conflict. The hour of meeting arrived, and the parties repaired to the place of slaughter. But what was their surprise to find a gibbet *erected* upon the spot. The challenger inquired of Frederick, who was present according to agreement, what this *meant*. "I intend," said he, sternly, "to hang the survivor!" This was enough. The duel was not fought; and by this simple but effectual *means*, it is said, duelling *was broken* up in the army of Frederick.

II.—*Parse the italicised words.*

III.—*Analyse* :—1. The hour of meeting arrived and the parties repaired to the place of meeting. 2. The man who had given the challenge, inquired of Frederick, who was present according to agreement, what this meant. 3. "I intend," said he, sternly, "to hang the survivor."

IV.—Write down the *correlatives* of (a) and the *negative forms* of (b) :—

(*a*) cause, host, king, lawyer, original, plaintiff, question.
(*b*) distinct, perfect, affection, productive, essential, legal.

V.—Give words *opposite in meaning* to those in group (a), *similar in meaning* to those in group (*b*), and *similar in sound but different in spelling and meaning* to those in group (*c*) :—

(*a*) deep, hope, low, many, over, rare, sweet.
(*b*) enough, errand, freedom, hinder, outward, shun, tasteless.
(*c*) all, flee, kill, need, quire, ring, stake, tray.

VI.—Form *qualitative adjectives* from (a) ; *abstract nouns* from (b) ; and either *causative or frequentative verbs* from (c) :—

(*a*) fragment, giant, mischief, nation, palace, school, sport, winter.
(*b*) abound, bond, child, commit, confer, fly, judge, mock, wise.
(*c*) black, clean, deaf, dear, fertile, slave, pure, beat, climb, wear.

VII.—(*a*) *Divide into syllables* :—

according, effectual, duelling, summary, understanding.

(*b*) Write down what the following *abbreviations* represent :—

A. M., P. S., Col., Hon., Dr., Rev., Co., Do., etc., *i. e.*

(*a*) *Punctuate* :—The night air balmy and sweet came up from the valley. Pekin a city in China is larger than New York. Mary was in the wrong Edward in the right. The parts of a flower are as follow calyx corolla stamens and pistils.

VIII.—*Turn the following into the indirect form* :—1. "I cannot," said Lord B., "believe that the nation will consent to this." 2. Edward said to his sister, "May you be happy!" 3. "Have you been invited to the badminton party?" said Mary. 4. "How unlucky you

are!" said Henry to John. 5. "Come to my house at 8 o'clock to-morrow," said the master, "and I'll pay you your wages."

IX.—*Correct* :—I took my birth at Dehli ; I attended in Government School at the Meerut ; I gave the Middle Class Examination as one private candidate in last December ; and now, I have come to admit in your honor's school which I hear is a best school.

X.—*Write,* not more than a page of your book, *on the following subject* :—The uses of Trees.

(*b*)—*For Translation into English. Maximum marks,* 30.

FOR CANDIDATES IN URDU.

Time allowed, 1 P. M. to 3 P. M.

1—طالب‌علموں کو محنت کے ساتھہ پڑھنا مناسب ھی *
2—جو علم حاصل کرتے ھیں وہ عالي رتبہ کو پہنچتے ھیں *
3—لڑکوں کو ھمیشہ اپنے ماں باپ اور اُستاد کي تعظیم مناسب ھی *
4—جو جیسا بیج بوتا ھی وہ ویساھي کاٹتا ھی *
5—نیکي کرو تو اچھا پھل پاؤگے *
6—صرف علم پڑھنے سے تمھارے سب کام درست نہونگے *
7—جاڑے میں سبزہ‌زار پر بہت شبنم گرتي ھی *
8—تمھارے کپڑوں پر سیاھي کا داغ ھی *
9—میں مشکلوں میں پھنسا ھوں *
10—اُسکے پاس علم کا بڑا خزانہ ھی *

قصہ کسي امیر کا جسکو قیمتي پتھروں کا بہت شوق تھا چنانچہ جب کہیں جاتا تو ایسي پوشاک پہنکے جاتا تھا جس میں جواھرات ٹکے ھوتے تھے ایک شخص کئي گھنٹے تک اُسکے پیچھے پیچھے پھرا کیا آخر کو اُسنے ادب سے سلام کرکے اُسکے زیوروں کے سبب اُسکي بہت شکرگذاري ظاھر کي امیر نے اُس سے پوچھا میرے جواھرات سے تمکو کیا فائدہ ھی اُسنے جواب دیا کہ آپ نے مجھے اُنکو دیکھنے دیا آپ بھي اِس سے زیادہ کیا کر سکتے ھیں بلکہ آپ میں اور مجھہ میں جواھرات کے بنسبت اِتنا فرق ھی کہ آپ کو اُنکي حفاظت کي فکر اور اندیشہ رھتا ھی اور میں اُس سے بري ھوں *

FOR CANDIDATES IN HINDI.

1.—विद्यार्थियों को परिश्रम करके पढ़ना उचित है ।
2.—जो विद्या पढ़ते हैं वे बड़ी प्रतिष्ठा को प्राप्त होते हैं ।
3.—और लड़कों को हमेशा अपने मा, बाप गुरु का सत्कार करना चाहिये ।
4. जो जैसा बीज बोता है वह वैसा काटता है ।
5.—जो अच्छे काम करोगे तो अच्छा फल पाओगे ।
6.—केवल विद्या पढ़ने से ही सब काम सिद्ध नहीं होता ।
7.—जाड़े में घासों पर ओस बहुत गिरती है ।
8.—तुम्हारे कपड़ों में सिआही का दाग़ है ।
9.—मैं दुःख में पड़ा हूं ।
10.—उसके पास विद्या का ख़ज़ाना है ।

किसी ने एक आदमी का हाल वर्णन किया है जिसको कि बहुत मोल वाले जवाहिरातों का शौक़ था, जैसा कि जब कहीं जाता तो ऐसा कपड़ा पहिन कर जाता था जिस में जवाहिरात टंके रहते थे । एक आदमी कई घंटे तक उसके पीछे पीछे फिरा किया अन्त में उस से बिनती के साथ बहुत बहुत प्रणाम करके उसके जवाहिरातों के कारण से उसको

बहुत बहुत धन्यबाद किया। तब बड़े आदमी ने उस से पूछा कि मेरे जवाहिरात से तुमको क्या लाभ है। उसने जवाब दिया कि आपने मुझे उनको देखने दिया आप भी इस से अधिक क्या कर सकते हैं परंतु आप में और मुझ में जवाहिरात के विषय में इतना फ़रक़ है कि आपको उनके रक्षा की फ़िकिर और चिन्ता रहती है और मैं इस से भी रहित हूं॥

(*c*) *Spelling and Writing. Maximum marks*, 15.

Time allowed, 3 to 3-30 P. M.

I.—*Add each of the following terminations to the words opposite to it :—*

able—agree, cure, divide, peace, rely, trace.
ance—cumber, defy, guide, hinder, rid.
ed—admit, apply, bar, fit, profit, stay.
ing—die, dry, dye, limit, revel, sing, singe.
full—awe, duty, joy, skill, woe, will.
ous—bile, grieve, mischief, plenty, virtue.

II.—*Re-write the following, spelling the words correctly and using capitals where necessary :—*

A german count, governer of upper austrea, with his countes, cauled won day on howard, the philanthropist, who had exsited so large a shair of the publick atention. The count asked him the stait of the prisens within his department. Mr. howard replyed, " the worst in awl germany :" and adviced that the countes should vizit the femail priseners. " I," said she, hottily, " I go into prisens ? " and rappidly haistened downstares in grate anger. Howard, indignent at her prowd and unfeeling dispozition lowdly cauled after her, " Madame, remembar that yew are a woman yourself, and yew must soon like the most misserable femail prisener in a dunjun, inhabit but a small spase of that earth from which you equaly originated."

(*d*) *Reading and pronunciation Maximum marks*, 5.

A passage from any easy English book to be read to the officer appointed by the District Committee.

TUESDAY, 7TH APRIL, 1885.

II.—MATHEMATICS.

Time allowed, from 10 A.M. to 12-30 P.M.

(*a*) *Arithmetic and Algebra. Maximum marks*, 50.

FOR CANDIDATES IN URDU.

۱ — (الف) ۲۷ء ۵۶ء ۷۸ء ۱۴۴ء ۲۵۴ اور ۵۰۰ کے ایسے اجزا ضربي دریافت کرو جنکے اجزا پھر نہو سکیں *

(ب) تین عددوں کا حاصل ضرب ۵ لاکھہ ۳۵ هزار پانچ سو هی - ایک اُن عددوں سے ۷۵ اور دوسرا ۶۸ هی - تیسرا عدد دریافت کرو *

۲ — (الف) ۸۰۹ × ۱۴ اور ۵۹۱۹۱۲۲ + ۴۳ کے حاصل جمع کو بعد منهائي ۳۱۹۲۰ کے ۳۰ سے تقسیم کرو *

(ب) ایک باجے ایک میز اور ایک دري کي قیمت ۸۵۷ روپیه هی باجے اور میز کي قیمت ۷۳۶ روپیه ۱۰ آنه ۸ پائي هی اور میز اور دري کي قیمت ۲۹۶ روپیه ۸ آنه هی - تو هر ایک کي قیمت جدا جدا کیا هوگي *

۳ — (الف) ۱۶ روپیه ۵ آنه ۴ پائي کے ۸۹۲ء کو ۴ء۶۷۸ سے ضرب دو *

(ب) ۱۰ روپیه کے $\frac{\text{۱۲ء کا (۱۲۳ء — ۴۰۰ء) + ۳۶ء × ۳۰۰۳ء}}{\text{۲ء × ۳ء × ۱۷۲ء}}$ کي قیمت دریافت کرو *

۴ — (الف) اگر ۱۶۰ روپیہ ۴ آنہ ۸ پائي کے عوض میں ۱۵ پونڈ ۱۵ شیلنگ ۶ $\frac{5}{16}$ پینس دیئے جاویں تو ایک روپیہ کے عوض میں کس قدر دیا جاویگا *

(ب) ایک میگزین کي تعمیر میں ۹ اِنچ لنبي ۵ اِنچ چوڑي ۲ $\frac{1}{2}$ اِنچ موٹي ۳۲۰۰۰۰ اِینٹیں صرف ہوتی ہیں تو بتلاؤ کہ ۱۲ اِنچ لنبي ۶ اِنچ چوڑي اور ۳ اِنچ موٹي اِینٹیں کس قدر صرف ہونگي *

۵ — صورت مفرد میں لاؤ —

(الف) ۴ ک − { ۳ ک − [۲ ک − (ک − ۲ ک − ۳ ک)] }

(ب) ۲۴ { ک − $\frac{1}{2}$ (ک − ۱) } { ک − $\frac{2}{3}$ (ک − ۲) } { ک − $\frac{3}{4}$ (ک − ۱ $\frac{1}{3}$) }

۶ — (الف) ۳ء + ک^{2} کو ۲ء − ک سے ضرب دو اور حاصل ضرب کي قیمت دریافت کرو جبکہ ک = ۱ء

(ب) ۹ ک^{6} − ۴ ک^{4} + ۱۲ ک^{3} ۱۷ ک^{2} + ۱۲ ک − ۴ کو ۳ ک^{3} + ۲ ک^{2} − ۳ ک + ۲ سے تقسیم کرو *

۷ — اجزاء ضربي دریافت کرو —

(الف) ۳ ج س + ۶ ب س + ۴ ج د + ۸ ب د *

(ب) ۱۶ ک^{2} − ۲۴ ک ي + ۹ ي^{2} + ۴ ک − ۳ ي *

(ج) ۴ ک^{2} ي^{2} − (ک^{2} + ي^{2} − ر^{2}) ۲ *

۸ — (الف) (ک + ۱) (ک + ۲) + ۳ ک = (ک + ۲) (ک + ۳) *

(ب) ۲۳ء ک + ۵۲ء ک − ۴۷ء = ۲۵ء − ۲۵ء ک + ۲۸ء *

(ج) زید ۷۲ اور عمر ۵۲ روپیہ لیکر تاش کھیلنے بیٹھے کھیل ختم ہونے پر زید کے پاس عمر کا ۳ گنا روپیہ تھا — بتلاؤ زید کس قدر روپیہ جیتا *

For Candidates in Hindi.

(प्र॰ १) (क) २०, ५६, ०८, १४४, २५४, और ५०० के ऐसे गुण्य गुणक बताओ जिनके फिर गुण्य गुणक घात न होसकें ।

(ख) तीन संख्याओं का गुणनफल ५ लाख ३५ हज़ार ५ सो है उन संख्याओं में से एक ०५ और दूसरी ६८ है तो बताओ तीसरी क्या होगी ।

(प्र॰ २) (क) ८०९×१४ और ५९१९१२२÷४३ के जोड़ को ३१९२० कम कर देने के बाद तीस से भाग दो ।

(ख) एक बाजे एक मेज़ और एक दरी का दाम ८५० रु० है बाजे और मेज़ का दाम ०३६ रुपया दस आना आठ पाई हैं और मेज़ और दरी का दाम २९६ रु० आठ आना है तो हर एक का दाम अलग २ क्या हुआ ।

(प्र॰ ३) (क) १६ रु० पांच आना ४ पाई के ·८९२ को ४·६०८ से गुणन करो ।

(ख) १० रु० के $\frac{\text{·१२ का (·०१२३—·००४)+ ३६×·००३}}{\text{·२×·३×·१०३}}$ दाम दर्याफ़्त करो ।

(प्र॰४) (क) अगर १६० रु० ४ आना ८ पाई के बदले १५ पौंड १५ शिलिङ् ६ $\frac{50}{64}$ पेन्स दिये जांय तो १ रु० के बदले कितना दिया जावेगा ।

(ख) एक मेगज़ीन के बनाने में नौ इंच लंबी ५ इंच चौड़ी २ $\frac{1}{8}$ मोटी ३२०००० ईंटें लगती हैं तो बताओ १२ इंच लंबी ६ इंच चौड़ी तीन इंच मोटी ईंटें कितनी लगेंगी ।

(प्र ५) (क) ४ क—{ ३क—[२ क—(क—२ क—३ क)] } ।

(ख) २४ { क— $\frac{1}{2}$ (क—१) } { क— $\frac{2}{3}$ (क—२) } { क— $\frac{3}{8}$ (क—१ $\frac{1}{3}$) } ।

को साधारण रूप में लाओ ।

(प्र· ६) (क) ·३+क^{२} को ·२—क से गुणन करो और क=·१ के हो तो गुणन फल कितना होगा।

(ख) ६ क^{६}—४ क^{४}+१२ क^{३}—१०क^{२}+१२ क—४ को ३ क^{३}+२क^{२}—३क+२ से भाग दो।

(प्र· ७) (क) ३ अ म+५ ब स+४ अ द+८ ब द

(ख) १६ क^{२}—२४क य+६ य^{२}+४ क—३ य

(ग) ४क^{२} य^{२}—(क^{२}+य^{२}—र^{२}) २

इनके गुण्य गुणक घात दर्याफ्त करो।

(प्र· ८) (क) (क+१)(क+२)+३ क=(क+२)(क+३)

(ख) २·२३ क+·५२ क—४·४७=१·२५—·२५ क+·२८

(ग) जादो ७२ रु० और माधो ५२ रु० लेकर ताश खेलने बैठे खेल ख़तम होने पर जादो के पास माधो का तिगुना रुपया था तो बताओ जादो कितना जीता॥

(b)—Euclid.

FOR CANDIDATES IN URDU.

Time allowed, 1 to 4 P M.

۱ شکل ذواربعةالاضلاع کتني قسم کے هیں — بلحاظ اُنکے اضلاع کے اُنکا پورا پورا بیان لکهو اور هر ایک کي شکل کهینچو *

۲ مقاله اول کے ۲۴ (چوبیسویں) شکل کا دعوی بیان کرو اور اُسکو ثابت کرو *

۳ مثلث متساوي الساقین کی تعریف لکهو - مثلث متساوي الساقین اور مثلث متساوي الاضلاع میں کیا فرق هی - ثابت کرو که مثلث متساوي الساقین کے قاعده کے اُوپر کے زاویے آپس میں برابر هوتے هیں *

۴ اگر ایک هي قاعده پر اور اُسکے ایک هی طرف دو مثلث هوں تو ممکن نهیں هی که اُنکے وه ضلعے جنکے سرے قاعده کے ایک سرے پر هوں آپس میں برابر هوں - اور وه ضلعے بهي جنکے سرے قاعده کے دوسرے سرے پر هوں آپس میں برابر هوں - اِس شکل کي دوسري صورت کهینچو اور اُسکو ثابت کرو *

۵ دیئے هوئے محدود خط مستقیم پر مثلث متساوي الساقین بناؤ جسکي هر ایک ساق دیئے هوئے خط کي دوني هو *

۶ اُن شکلوں کے دعوي لکهو جنکے نتائج صریح ذیل میں درج هیں *

نتیجه صریح اول — سب زاویے جو کئي خط مستقیم کے ایک نقطه پر ملنے سے بنینگے ملکر برابر چار قائموں کے هونگے *

نتیجه صریح دوسرا — جس متوازي الاضلاع کا ایک زاویه قائمه هی اُسکے سب زاویے قائمے هیں *

نتیجه صریح تیسرا — مربع کے قطر کے گرد کے متوازي الاضلاع بهي مربع هوتے هیں *

۷ اگر متوازي الاضلاع اور مثلث ایک هي قاعده پر اور ایک هي متوازي خطوں کے درمیان هوں تو متوازي الاضلاع مثلث سے دوني هوگي *

۸ اگر کوئي خط مستقیم کسي دو حصوں میں تقسیم کیا جاے تو کل خط مستقیم اور اُسکے ایک حصه پر کے مربعے ملکر برابر هونگے کل خط مستقیم اور اُسي حصه کے سطح کے دونے اور دوسرے حصه پر کے مربع کے اگر تم سے هو سکے تو اِسکا ثبوت جبریه بهي لکهو *

۹ مقاله دوم کے ۱۲ (بارهویں) شکل کا دعوی لکهو اور اُسکو ثابت کرو *

FOR CANDIDATES IN HINDI.

१ चतुर्भुज क्षेत्र कितने प्रकार के हैं—उनकी भुजाओं के अनुसार उनका पूरा २ वर्णन करो और हर एक की शकल खेंचो·

२ प्रथम अध्याय के चौबीसवें साध्य की प्रतिज्ञा कहो और उसको सिद्ध करो·

३ समद्विबाहु त्रिभुज का लक्षण लिखो· समद्विबाहु त्रिभुज और समत्रिबाहु त्रिभुज में क्या अन्तर है·

सिद्ध करो कि समद्विबाहु त्रिभुज के आधार के ऊपर के कोने आपस में बराबर होते हैं·

४ अगर एक ही आधार पर उसके एक ही तरफ़ दो त्रिभुज हों तो मुमकिन नहीं है कि उनके वह भुज जिनके सिरे आधार के एक सिरे पर हैं आपस में बराबर हों· और वह भुज भी जिनके सिरे आधार के दूसरे सिरे पर हैं आपस में बराबर हों· इस साध्य की दूसरी सूरत खैंचो और उसको सिद्ध करो·

५ दी हुई परमित सीधी रेखा पर एक समद्विबाहु त्रिभुज बनाओ जिसकी हर एक भुजा आधार से दोगुनी हो·

६ उन साध्यों की प्रतिज्ञा लिखो जिनके अनुमान नीचे लिखे हैं·

अनुमान १· सब कोन जो कई सीधी रेखाओं के एक बिंदु पर मिलने से बनेंगे मिलकर चारसम कोन के बराबर होंगे·

अनुमान २· जिस समानान्तर चतुर्भुज का १ कोन समकोन है तो उसके सब कोन समकोन हैं·

अनुमान· ३· वर्गक्षेत्र के कर्ण के गिर्द के समानान्तर चतुर्भुज भी वर्गक्षेत्र होते हैं·

७ अगर समानान्तर चतुर्भुज और त्रिभुज एक ही आधार पर और एक ही समानान्तर रेखा के दरमियान हों तो समानान्तर चतुर्भुज दूना होगा·

८ अगर कोई सीधी रेखा किसी दो हिस्सों में बांटी जाय तो कुल सीधी रेखा और उसके एक हिस्से का वर्ग मिलकर बराबर होंगे कुल सीधी रेखा और उसी हिस्से के धरातल के दूने और दूसरे हिस्से पर के वर्ग के·

अगर तुम से हो सके तो इस साध्य का बीजगणितीय साधन भी लिखो·

९ दूसरे भाग के १२ वें साध्य की प्रतिज्ञा लिखो और उसको सिद्ध करो·

WEDNESDAY, 8th APRIL, 1885.

III.—SECOND LANGUAGE.

(a) CALCUTTA UNIVERSITY ENTRANCE COURSE.

Time allowed, from 10 A. M. *to* 12-30 P. M.

Maximum Marks, 50.

(a)—PERSIAN.

سوال ۱ — عبارات ذیل کا ترجمہ اُردو میں با محاورہ لکھو اور جس لفظ کا ترجمہ لفظی محاورے میں نہ آ سکے اُسکا ترجمۂ برٹیکٹ میں لکھہ دو *

(الف) یکے از متعبدان در بیشہ زندگاني کردے و برگ درختان خوردے بادشاہ بحکم زیارت بہ نزدیک او رفت و گفت اگر مصلحت بیني در شہر در آئي تا براے تو مقامے سازم کہ فراغ عبادت ازین بہ دست دھد و دیگران ھم بہ برکت انفاست مستفید گردند *

(ب) یکے گفتش فلان نعمت بیقیاس دارد اگر بر حاجت تو وقوف یابد ھماما کہ در قضاے آن توقف روا ندارد گفت من او را نمي دانم گفت منت رھبري کنم دستش گرفت و بہ منزل آن شخص برد *

(ج) دیگر صیادان دریغ خوردند و ملامتش کردند کہ چنین صیدے در دامت اُفتاد و نتوانستي نگاہ داشتن گفت ای برادران چہ توان کرد مرا روزي نبود و ماھي را ھمچنان روزي مانده بود *

سوال ۲ — یکے — زندگاني — کردے — بیني — مقامے میں ے کیسي ھی — گفتش ملامتش — میں شین — منت — دامت — میں ے کون ضمیر ھی — متعبدان — درختان — میں کون جمع خلاف قیاس ھی انفاس و نفوس — مستفید و مفید میں کیا فرق ھی *

سوال ۳ — حصہ (ب) میں جن الفاظ عربي کي جمع آتي ھو اُنکي جمع لکھو — زیارت — حاجت منزل کا مادہ — اور حصہ (ج) میں جو لفظ معرفہ ھو لکھو ماھي را ھمچنان روزي مانده بود کس سے کنایہ ھی اور یہہ کنایہ کس سبب سے کیا *

سوال ۴ — اشعار ذیل کا ترجمہ اُردو میں لکھو —

دو چشم و شکم پر نگردد بہیچ تہی بہر این رودۂ پیچ پیچ
چو دوزخ کہ سیرش کنند از وقود دگر بانگ دارد کہ ہل من مزید
ہمی میردت عیسیٰ از لاغری تو در بند آنی کہ خر پروری
بدین ای فرومایہ دنیا مخر چو خر بانجیل عیسیٰ مخر
مگر می ندانی کہ دد را و دام نینداخت جز حرص خوردن بدام

سوال ۵ — ہمی میردت میں تے کون ضمیر اور کسکے ساتھہ اُسے تعلق ہی — عیسیٰ اور خر اور چو خر و اِنجیل عیسیٰ سے کیا مراد ہی — شعر پنجم میں دام دام قافیہ ہی یا ردیف معہ وجہہ کے لکھو *

سوال ۶ — شیخ سعدی کا کچھہ حال فارسی عبارت میں بقدر پانچ چار سطروں کے لکھو *

سوال ۷ — خوردن مصدر سے امر غائب معروف کی پوری گردان لکھو اور یہہ لکھو کہ متعدی و متعدی میں باعتبار لفظ و معنی کے کس بات میں اِشتراک اور کس بات میں فرق ہی *

سوال ۸ — حرف نے اور نا کی نفی میں کیا فرق ہی — توانگر کاہے سے مرکب ہی اور اُسکا تلفظ اور کتابت بغیر الف کے بھی جائز ہی یا نہیں *

(b)—URDU.

سوال ۱ عبارت ذیل کو سہل الفاظ کے اُردو میں لکھو —

اکثر آزاد منش عبادتی تپسی اِس لحاظ پر کہ مرنا وہاں کا باعث نجات کا ہی اپنے وطن چھوڑ دنیا سے ہاتھہ اُٹھا رام سے لو لگا وہیں رہنا اختیار کرتے ہیں — بہتیرے بوڑھے کُہنہ سال کنے آراری جینے سے مایوس ہوکر وہاں آتے ہیں اور دنیا سے اُٹھہ جاتے ہیں اوسکے لوگوں کی آہر جاہر ہر ایک سمت سے رہتی ہی اِسی سبب سے اُسکی آبادی کم نہیں ہوتی *

سوال ۲ عبارت مذکور میں جو الفاظ عربی ہوں وہ علیحدہ لکھہ دو — عبادتی — آراری — آبادی میں یے کیسی ہی — ذیل کے محاوروں کا کیا مطلب ہی — ہاتھہ اُٹھانا — لو لگانا — اڑھائی چاول گلانا — اپنے آپکو جوہر کرنا — آہر جاہر اور اِس لفظ جوہر کی اصل کیا ہی — اور اخیر محاورہ اب بھی مستعمل ہی یا نہیں *

سوال ۳ (اوسکے زبان ریختہ میں لکھی سال ہجری کے موافق ریختہ تاریخ ہوئی) اِس عبارت کا مطلب لکھو اور لکھو کہ سال ہجری کسے کہتے ہیں — اور تاریخ سے یہاں کیا مراد ہی — جس لفظ سے تاریخ نکلتی ہو اُسکے ہر ایک حرف کے عدد علیحدہ علیحدہ لکھکر بتاؤ کہ اب سنہ ۱۳۰۲ ہجری میں اُسکی تصنیف کو کتنی برسیں گذرے *

سوال ۴ الفاظ ذیل کے معنی لکھو — قران — دریتیم — تجلی — سمن — سچ — مبارک — ارغوانی — حثہ — حدیث — وضیع — عارف — معبورہ — بیوپا — موحد — نواحداث — معدن *

سوال ۵ اشعار ذیل کا مطلب لکھو —

بیضۂ فولاد سے نکلے صدائے عندلیب گلشن عارض کو ہو اِعجاز کا گر اِمتحان
اِس قدر بخشے جواہر وہ کہ جسکی شرم سے پھینک دے دامن سے الماس کواکب آسمان
مسہل طلب کرے ہی غذا کی زیادتی سو مجھکو ماہ عید بھی گذرا مہ صیام
دیتا ہی تیرے عصر میں ای عادل زمن زخم جگر کو سودہ الماس السیام
تیرا ہی بار حکم ہی اے صاحب وقار کشتی خاکدان کا جو پانی پہ ہی قیام

سوال ۶ بیضہ فولاد — گلشن عارض — عادل زمن — سودہ الماس میں کون اِضافت ہی چوتھی شعر میں کون لفظ خلاف محاورہ حال ہی اور اُسکی جگہہ کیا ہونا چاہیئے — اِعجاز کے کیا معنی ہیں اور اُسکا اِطلاق کسکے لئے مقرر ہی اور شعر اول کس لفظ کی جگہہ مستعمل ہوا *

سوال ۷ حروف معنوی کی تعریف و تقسیم و مثال لکھو اور یہہ لکھو کہ حروف معنوی آخر میں آنے سے کن لفظوں کو کیا بدل دیتے ہیں *

سوال ۸ اِستفہام کی قسمیں مع مثالوں کے لکھکر — یہہ لکھو کہ لفظ کیا کی معنی کے لیئے آتا ہی

(c)—SANSKRIT.

(1)—Explain the following sloks in Sanskrit :—

धनानि जीवितं चैव परार्थे प्राज्ञ उत्सृजेत् ।
सन्निमित्ते वरं त्यागो विनाशे नियते सति ॥
यत् तत्रभवतः किञ्चिच्छक्यं कर्तुं प्रियं मया ।
प्राणानपि परित्यज्य सर्वथा कार्यमेव तत् ॥

(2)—Give the prose order (अन्वय) of the following sloks :—

(a) ततःस्नानादिनोत्थाय कृत्वा स्नानं सदानघः ।
कृतमौनः प्रववृते देव पूजयितुं हरम् ॥
शास्ता विष्णु रशेषस्य जगतो यो हृदि स्थितः ।
तमृते परमात्मानं तात ! कः केन शास्यते ॥
चपलं चपले तस्मिन् दुरगं दुरगामिनि ।
मृगपोते ऽभवच्चित्तं स्थैर्यवत् तस्य भूपतेः ॥
यदि राजा न संरक्षेत् पीड़ा नः परमा भवेत् ।
न शकुयाम श्चरितं धर्मं पुत्र ! यथासुखम् ॥

(b)—Expound the Samasas of the underlined words.

(c)—Translate the above sloks into Hindi.

(d)—Conjugate the roots of उत्थाय, प्रववृते, संरक्षेत्, शकुयामः, and चरितुम् in लोट (Imperative mood) अनुज्ञा

(e)—Decline the bases of प्राणान्, भूपतेः, राजा and परमा in द्वितीया and पञ्चमी

(3)—Translate the following into Hindi :—

भगवति ! त्वत् प्रसाद प्राप्ति प्रोत्साहितेन कुतूहलेनाकुली क्रियमाणो मानुषता सुलभो लघिमा बलादनिच्छन्त मपि मां प्रश्न कर्मणि नियोजयति । जनयतिहि प्रभुप्रसाद लवाऽपि प्रागल्भ्यमधीर प्रकृतेः स्वल्पाप्येकदेशा वस्थान काल कला परिचय मुत्पादयति ॥

तमुपाध्यायः समादिदेश । वत्स वेद ! इहास्यतां तावन्मम गृहे कञ्चित्कालं शुश्रूषुणा च भवितव्यम् । श्रेयस्ते भविष्यतीति ॥

भो भो फाल्गुन ! तुष्टो ऽस्मि कर्मणा प्रतिमेन ते ।
शौर्येणानेन धृत्याच क्षत्रियो नास्ति ते समः ॥
तयोरेकं च्यम्बकाय दत्तं राम ! युयुत्सवे ।
त्रिपुरं जघ्नुषे देवे भग्नंकाकुत्स्थ यत्वया ॥
दन्ता गजानां कुलिशाय निष्ठुराः शीर्णा यदेते न बलं ममैतत् ।
महाविपत् पापविनाशनोयं जनार्दना नुस्मरणानुभावः ॥
न सा सभा यत्र न सन्ति वृद्धा वृद्धा न ते ये न वदन्ति धर्मम् ।
धर्मः स नो यत्र न सत्य मस्ति सत्यं न तद् यच्छलमभ्युपैति ॥

(3)—Explain the Sandhi of वृद्धा न, तुष्टोऽस्मि, भो भो, and देवैर्भग्नम् ।.

(4)—Translate the following in Sanskrit :—

He did not give me that book. I saw an old man falling from the tree. We see with our eyes. He is a good man.

(*d*)—HINDI.

(प्र॰ १) प्रभुहि चितै पुनि चितै महि राजत लोचन लोल ।
खेलत मनसिज मीन युग जनु बिधु मंडल डोल ॥

गिरा अलिनि मुख पंकज रोकी प्रगट न लाज निशा अवलोकी ॥
लोचन जल रह लोचन कोना जैसे परम कृपन कर सोना ॥
सकुची व्याकुलता बड़ि जानी धरि धीरज प्रतीति उर आनी ॥
तन मन बचन मोर मन साचा रघुपति पद सरोज मन राचा ॥
तो भगवान सकल उर बासी करिहहिं मुहि रघुपति की दासी ॥
जेहि तुरंग पर राम बिराजे गति बिलोकि खग नायक लाजे ॥
कहि न जाय सब भांति सुहावा बाजि भेख जनु काम नचावा ॥
जनु बाजि भेख बनाइ मनसिज राम हित अति सोहहीं ।
आपने बल रूप गुन गति सकल भुवन बिमोहहीं ।
जग मगति जीन जड़ाव जोति सुमोति मानिक तेहि लगे ।
किंकिनि ललाम लगाम ललित बिलोकि सुरमुनि मन ठगे ॥
प्रभु मनसहि लयलीन मन चलत बाजि छबि पाव ।
भूषित उड़ुगन तड़ित घन जनु बर बहि नचाव ॥

(क) इन सबों का अर्थ लिखो और मुनि मन ठगे, खग नायक लाजे इनके भावार्थ को भी स्पष्ट करो ॥

(ख) जानी, रोकी, पाव और सोहहीं इन क्रियाओं के धातुरूप, काल, पुरुष और बचन आदि लिखो और इनके धातु का अर्थात् जानना आदि का सब रूप अन्तरित भूत और वर्त्तमान में लिखो ॥

(ग) जिन पदों के नीचे लकीर है वे किस कारक में हैं लिखो ॥

(घ) मुखपंकज, खगनायक, उरबासी और मनसिज इनका समास लिखो ॥

(प्र॰ २) रुक्म कौन था, किस पुर को इसने बसाया था किसने किस अपराध से इसे मारा था सब कथा लिखो ॥

(प्र॰ ३) सम्बन्ध का चिन्ह और उपमावाचक उपसर्ग कब बिकारी संज्ञा की तरह अपने अन्त के (ा) को (ो) से बदल देता है उदाहरण समेत लिखो ॥

(प्र॰ ४) छकि रसाल सौरभ सने मधुर माधुरी गंध ।
ठौर ठौर झौरत फिरैं भौंर भौर मधु अंध ॥
को कहि सकै बड़ेन सों लखे बड़ीआ भूल ।
दीने दई गुलाब के इन डारन ये फूल ॥

इन दोहों का अन्वय (Prose order) और अर्थ दोनों अलग २ लिखो ॥

(प्र॰ ५) बारे से वह सब को भावे बढ़ा हुआ कछु काम न आवे ।
मैं कह दीया उसका नाम अर्थ करो के छोड़ो गांव ॥
पंछी एक सेत अरु हस्यो निस दिन रहे बाग में पस्यो ।
ना कछु पीवे ना कछु खाय अश्व बरोबर दौड़ो जाय ॥

इनका अर्थ लिखो और दूसरा अर्थ जो भासित होता है उसे भी लिखो ॥

(प्र॰ ६) छोटे नर ते रहत हैं शोभायुत सिरताज ।
निर्मल राखे चांदनी जैसे पायन्दाज ॥

पण्डित औ बनिता लता शोभित आश्रय पाय ।
है मानिक बहु मोल को हेम जटित छाव छाय ॥
द्यूत में हों कुशल मो सम नहीं त्रिभुवन मांहि ।
कहु तुम आह्वान यातें द्यूत को नरनाह ॥
राज सहस्री जाति ताकी लहहि गें हम सर्व ।
कहहु तुम धृतराष्ट्र पै यह मंच परम अखर्व ॥

(च·) इनका अर्थ लिखो और नीचे के इन दोनों रोला छन्दों को किसने किस से कहा ?

(छ·) जिन पदों के नीचे लकीर है उनके द्वितीया पञ्चमी और सप्तमी अर्थात् कर्म अपादान और अधिकरण के सब रूप लिखो·

(प्र· ७) क्रिया कब किस की अनुयायी (Agree) होती है उदाहरण सहित लिखो·

(b)—Translation. Maximum marks, 30.

Time allowed from 1 to 2-30 P. M.

Translate into Urdu or Hindi :—

As yet those harmless crowds are weak and useful. They are in no man's way, and they labour for a crust of bread. To-day, those yellow men are sixty thousand strong. They will ask for votes. They will hold the balance of parties. In some districts they will make a majority ; selecting the judges, forming the juries, interpreting the laws. Those yellow men are Buddhists, professing polygamy, practising infanticide. Next year is not more sure to come in its own season, than a great society of Asiatics to dwell on the Pacific Slopes. A Buddhist Church, fronting the Buddhist Churches in China and Ceylon, will rise in California, Oregon, and Nevada. More than all, a war of labour will commence between the races which feed on beef and the races which thrive on rice ; one of those wars in which the victory is not necessarily with the strong.

Composition.

Maximum marks, 20.

Time allowed, 2-30 to 3-30 P. M.

Write a Letter in Hindi or Urdu (of about twenty lines) addressed to your younger brother, describing the Advantages of Education.

N. B.—Marks will be given for spelling and penmanship as well as composition.

THURSDAY, 9TH APRIL, 1885.

IV.—HISTORY AND GEOGRAPHY.

FOR CANDIDATES IN URDU.

(a)—Hunter's Brief History of the Indian People. Maximum marks, 50.

Time allowed, 10 A. M. to 12-30 P. M.

(۱) سنتھال کہاں رہتے ھیں اور اُنکی رسمیات کیا کیا ھیں ... ۴

(۲) کیا ثبوت ھی کہ یورپ اور ھند کی زبانیں آریا زبان سے مشتق ھوئی ھیں — غیر آریوں کی خصلتیں بیان کرو ... ۵

(۳) قدیم زمانہ کے برھمنوں نے قاعدہ علم طب کس طرح ایجاد کیا — اب اھل ھنود کی علم طب کا زوال کس طور پر ھوا ... ۶

(۴) وقتاً فوقتاً بُدھ مذھب کا چھڑنا کہاں کہاں نصب ھوا بُدھ کے مقولہ سے روح کی مخلصی کس طور پر ممکن ھی ... ۵

(۵) سکندر اعظم ھندوستان میں کہاں تک آیا اور اُسکے واپس جانے کی کیا وجہ ھوئی — اِسکا مقابلہ کس راجہ نے کیا — کہاں پر — اور اُسکا کیا انجام ھوا ... ۶

(٦) اشخاص مندرجه ذیل کون تھے —
سلوکس — چندرگپت — مگاس‌تھنیز — سلادت — اشوک — کالیداس ... ٦

(٧) بکرماجیت کي وجهه تسمیه لکهو — یهه کیسا راجه تها — اور اِسکا زمانه کیوں مشهور هی ٥

(٨) بودهه مذهب کے فوائد بیان کرو ... ٣

(٩) کبیر کے فرقے کے نوشتوں میں وحدانیت کے بارہ میں کیا لکها هی ... ٥

For Candidates in Hindi.

प्रत्येक प्रश्न के नंबर उसके सामने लिखे हैं और ५ नंबर सुन्दर लेख के नियत हैं॥ ५

(१) सिंघाल कहां रहते हैं। और उनकी रीतें क्या हैं॥ ४

(२) फ़रंगिस्तान और हिन्दुस्तान की भाषाओं के आर्य्य भाषा से निकलने के प्रमाण लिखो। और आर्य्यों के स्वभाव का वर्णन करो॥ ५

(३) प्राचीन काल में ब्राह्मणों ने हिन्दुस्तान में वैद्यक विद्या किस तरह निकाली थी। और अब हिन्दुओं की वैद्यक किस तरह कम हो गई॥ ६

(४) समय २ पर बौद्ध मत का झंडा कहां २ गड़ा और बौद्ध के धर्म के अनुसार जीव की मुक्ति किस रीति से होती है॥ ५

(५) सिकन्दर हिन्दुस्तान में कहां तक आया और उसके लौट जाने का क्या कारण हुआ। इसकी लड़ाई किस राजा से हुई। और कहां पर हुई। और परिणाम क्या हुआ॥ ६

(६) नीचे लिखे मनुष्य कौन थे
सिल्यूकस, चन्द्रगुप्त, मेगास्थिनीज़, सिलादित्य, अशोक और कालिदास॥ ६

(७) विक्रमाजीत का यह नाम क्यों पड़ा। और वह कैसा राजा था। और उसका समय क्यों प्रसिद्ध है॥ ५

(८) बौद्धमत के लाभ लिखो॥ ३

(९) कबीरपंथ की पुस्तकों में परमेश्वर के एक होने के विषय में क्या लिखा है॥ ५

For Candidates in Urdu.

(b)—*Geography.* *Maximum marks*, 50.

Time allowed from 1 P.M. to 3-30 P.M.

اِطلاع — هر سوال کے نمبر اُسکے مقابل لکهے هوئے هیں اور پانچ نمبر خوشخطي کے واسطے مقرر هیں

١ اِصطلاحات ذیل کي تعریف کرو —
کوہ آتش‌فشان - پلیٹو - وادي - اوسس - مدو جذر - منطق‌البروج - دایرہ قطبي اور بندرگاہ ٦

٢ چین - عرب - تبت - ڈهاکه - مرادآباد - مینچسٹر - اور - نیوکیسل سے کون کون سے اشیاء تجارتي اَوْر شهروں میں جاتے هیں ... ٤

٣ گورنمنٹ شمالي و مغربي کے حدود اربعه کیا هی - وهاں کے کل قسمتوں کے نام لکهو ... ٤

٤ هندوستان میں خودسر ریاستیں کون سي هیں اور اُنکے دارالخلافت کیا هیں ... ٣

٥ ذیل کے مقامات کہاں کہاں هیں اور کس تاریخي واقعه کے واسطے هر ایک مشهور هی
جلال‌آباد - سومناتهه - پاني‌پت - میاني - ارکانو ... ٥

٦ ایک شخص پیشاور سے کلکته کو جاتا هی اُسکو کس کس مقام پر ریل‌گاڑي بدلني هوگي اور کون کون سے شهر اُسکے راسته میں پڑینگے ... ٥

٧ هندوستان کا نقشه اِس طور پر کهینچو که اُسکے خاص دریاؤں کے نام معه اُن شهروں کے جو اُنکے کناروں پر واقع هیں مندرج هوں ... ٨

٨ نیچے لکهے هوئے (الف) خلیج (ب) دریا (ج) جزائر (س) جهیل کہاں هیں —
(الف) میکسیکو - کارپنٹیریا - سدرا - بوتهینا *
(ب) امیزن - کانگو - مرے - ایراوادي *
(ج) ٹاس‌مانیا - سینٹ هیلینا - پاپوا - کیوبا *
(س) سوپیریر - ٹن‌گنیکا - ارل ...

٩ اگر کوئي جهاز کنارہ کنارہ (الف) ڈنمارک کے شمال سے یونان کے جنوب تک یا (ب) نهر سویز سے بحر جاپان تک جاوے تو بتلاؤ کون کون سے خلیج - خورو ابناے اُسکو راسته میں پڑینگے - (اِن دونوں میں سے کسي ایک کا جواب لکهو) ... ٥٠

FOR CANDIDATES IN HINDI.

हर एक सवाल के नंबर उसके सामने लिखे हैं और पांच नंबर अच्छे लिखने के हैं (५)

(१) नीचे लिखे हुओं का वर्णन करो· (६)

ज्वालामुखी—प्लेटो—घाटी—आसिस—ध्रुववृत्त—क्रान्तिवृत्त—बंदरगाह—ज्वार और भाटा॥

(२) चीन, अरब, तिब्बत, ढाका, मुरादाबाद मैनचेस्टर और न्यूकेसिल् से कौन २ सी व्यापार की चीज़ें और २ शहरों में जाती हैं॥ (४)

(३) पश्चिमोत्तर देश की (सीमा) हद्द को लिखो, वहां की कुल क़िस्मतों के नाम भी लिखो॥ (४)

(४) हिन्दुस्तान में स्वाधीन राज्य कौन २ से हैं उन की राजधानियां कौन हैं (३)

(५) नीचे लिखी हुई जगह कहां हैं और किस लिये तवारीख़ों में मशहूर हैं· जलालाबाद, सोमनाथ, पानीपत, मेयानी, और अरगांव॥ (५)

(६) एक आदमी पेशावर से कलकत्ते को जाता है उस को किस २ जगह पर रेल गाड़ी बदलनी होगी और कौन २ से शहर उसके रास्ते में पड़ेंगे॥ (५)

(७) हिन्दुस्तान का नक़्शा इस तौर पर खींचो कि उसके मुख्य२ नदियों के नाम और वे शहर जो उन नदियों के किनारे पर हैं लिखे हों॥ (८)

(८) नीचे लिखे हुए कहां हैं (५)

मेक्सिको, कार्पेटेरिया, सिड्रा और बोथ्नियां ये सब खाड़ियां,
अमेजन, कांगो, मरे और इरावती ये सब नदियां,
टस्मेनियां, सेंटलीना, पेपुआ और क्यूबा ये सब टापू,
सुपीरिअर, टेंगनिका और अरल ये सब झीलें॥

(९) (क) अगर एक जहाज़ डेन्मार्क के उत्तर से ग्रीस के दक्षिण तक किनारे २ जाय। (५)

(ख) अगर एक जहाज़ स्वेज़ के नहर से जापान सागर तक किनारे २ जाय। तो कौनसी खाड़ियां, आखात और मुहाना उसे रास्ते में मिलेंगे। इन दोनों में से किसी एक का जवाब लिखो·

FRIDAY, 10TH APRIL, 1885.

V.—SCIENCE.

(a)—Physical Geography. Maximum marks, 50.

Time allowed, 10 A. M. to 12 noon.

FOR CANDIDATES IN URDU.

اِطلاع — هر سوال کے نمبر اُسکے مقابل درج اور ۵ نمبر خوشخطي کے مقرر هیں

(۱) جغرافیه طبعی — طریق الشمس — کشش ثقل — ٹریڈوِنڈ — محور — اُفق — معدل النهار — اور نصف النهار فلکي کی تعریف لکهو .. ۲

(۲) زمین کے متحرک اور گول هونے کي ثبوت جسقدر دے سکتے هو تحریر کرو ... ۸

(۳) کُهر — شبنم — اوله — اور برف — کیا شی هیں اور وه کس طرح بنتے هیں - اور بیان کرو که دریا کے کنارہ پر کُهر کیوں زیادہ معلوم هوتا هی اور مطلع صاف هونے پر شبنم کیوں بکثرت گرتي هی ۶

(۴) سمندر کے گهٹنے بڑهنے کي تشریح کرو - اور بیان کرو که سمندر کا پاني کیوں کهاري هوتا هی اور اُسمیں نمک کہاں سے آتا هی ... ۷

(۵) قطبي ملکوں میں دن رات کي کیفیت - چاند کي حرکتوں کي - موسموں کے اِختلاف کا حال زلزله آنے کي وجهه — پهاڑوں پر زیادہ بارش هونے کا باعث — اور دن رات هونے کا سبب — بالتصریح بیان کرو ... ۱۰

(۶) کیا وجهه هی که موسم سرما میں کوئیں کا پاني گرم اور موسم گرما میں سرد هوتا هی اور نیز بیان کرو که موسم سردي میں کیوں موٹے اور موسم گرمي میں کیوں باریک پوشاک اِستعمال کرتے هیں ... ۱۰

FOR CANDIDATES IN HINDI.

प्रत्येक प्रश्न के नंबर उसके सामने लिखे हैं और ५ नंबर सुन्दर लेख के नियत हैं।

(१) प्राकृतिक भूगोल, क्रान्तिवृत्त, आकर्षणशक्ति, ट्रेडविंड, भूअक्ष अर्थात् धुरी, क्षितिज, मध्यान्हवृत्त, और याम्योत्तरवृत्त का लक्षण लिखो ॥ ४

(२) धरती के चलने और गोल होने के प्रमाण जितने दे सको लिखो ॥ ८

(३) कुहरा, ओस, ओला, और बर्फ़ क्या पदार्थ हैं और किस तरह बनते हैं और बताओ कि नदी के किनारे पर कुहरा क्यों अधिक मालूम होता है। और आकाश के साफ़ होने पर ओस बहुत क्यों गिरती है ॥ ६

(४) समुद्र के घटने बढ़ने का हाल लिखो। और बताओ समुद्र का पानी क्यों खारी होता है! और उस में नमक कहां से आता है ॥ ७

(५) केन्द्र के समीपी देशों में दिन रात का ब्योरा, चन्द्रमा की गतों की दशायें, ऋतुओं के पलटने का हाल, भूचाल आने का कारण, पहाड़ों पर अधिक वर्षा होने का हेतु, और दिन रात होने का कारण, विस्तार पूर्वक वर्णन करो ॥ १०

(६) क्या कारण है कि जाड़े की ऋतु में कुए का पानी गरम रहता है और गरमी में ठंढा हो जाता है। और जाड़े में मोटे और गरमी में महीन कपड़े क्यों पहिनते हैं ॥ १०

(*b*)—*Sanitary Primer. Maximum marks*, 50.

Time allowed, 12-30 to 2-30 P. M.

FOR CANDIDATES IN URDU.

(اطلاع - هر سوال کے نمبر اُسکے مقابل لکھے هیں اور منجملہ ۵۰ نمبر مفروضہ کے ۵ نمبر خوشخطی کے هیں)

۱ — هوا کے کثیف هونے کے کیا اسباب هیں بیان کرو اور یہہ بھی لکھو کہ وہ کون سے قدرتی عمل هیں جن سے وہ صاف هوتی رهتی هی ... ۷

۲ — هندوستان کے شهروں اور دیهاتوں میں هوا اور پانی کے خراب هونے کے کیا اسباب هیں اور وہ خرابیاں کن ترکیبوں سے دور هو سکتی هیں ... ۷

۳ — بارش کا پانی کہاں کہاں چلا جاتا هی اور اِنسان کو کس کس طور سے فائدہ پہنچاتا هی اگرچہ بارش کا پانی سب سے اچھا سمجھا جاتا هی اُسکے خراب هو جانے کا کیا سبب هی ... ۴

۴ — بلحاظ تندرستی کے مکان بنانے میں کون کونسی باتوں کا خیال رکھنا چاهیئے معہ وجوهات بیان کرو ... ۵

۵ — علاوہ صاف پانی اور لطیف غذا کے تندرستی کے لیئے اور کون کونسی چیزیں ضرور هیں هر ایک کے فائدوں کا مفصل بیان کرو ... ۶

۶ — اِسکا کیا سبب هی کہ بیمار کو بہ نسبت تندرست کے هوا کے زیادہ مقدار کی ضرورت هوتی هی نہانے کے فوائد بیان کرو ... ۴

۷ — چیچک روکنے کی سب سے عمدہ تدبیر کونسی هی اور وہ تدبیر کسنے اور کب اور کس طرح ایجاد کی اور وہ اور اُسی قسم کی پرانی تدبیر پر کیا فوقیت رکھتی هی ... ۶

۸ — هیضہ کی بیماری سے بچنے کے واسطے کن اُمور کا لحاظ رکھنا چاهیئے اور اِس بیماری کی بابت کوئی خصوصیت جو تم جانتے هو بیان کرو - فوتی اور پیدایش کے رجسٹر رکھنے سے سرکار کی کیا غرض هی ۶

FOR CANDIDATES IN HINDI.

(हर सवाल के सामने उसके नंबर लिखे हैं और ५ नंबर अच्छे लिखने के अलग हैं)

(१) हवा के गन्दी होने के क्या सबब हैं बयान करो और यह भी लिखो कि वह कौनसी कुदरती तदबीरें हैं जिन से वह साफ़ होती रहती है ॥

(२) हिन्दुस्तान के शहरों और देहातों में हवा और पानी के ख़राब होने के क्या सबब हैं और वह ख़राबियां किन तरकीबों से दूर हो सकती हैं ॥

(३) मेह का पानी कहां कहां चला जाता है और इन्सान को किस २ तौर से फ़ायदा पहुंचाता है अगरचि मेह का पानी सब से अच्छा समझा जाता है उसके ख़राब हो जाने का क्या सबब है ॥ ४

(४) तन्दुरुस्ती के विचार से मकान बनाने में कौन २ सी बातों का ख़याल रखना चाहिये वजूहात समेत बयान करो ॥ ५

(५) सिवाय साफ़ पानी और अच्छी ख़राक के तन्दुरुस्ती के लिये और कौन कौन सी चीज़ें ज़रूर हैं हर एक के फ़ायदों को पूरा २ बयान करो ६

(६) क्या सबब है कि बीमार की बनिस्बत तन्दुरुस्त को बहुत सी हवा की ज़रूरत होती है—नहाने के फ़ायदे लिखो ॥ ४

(७) चेचक के रोकने की सब से अच्छी तदबीर कौनसी है और वह तदबीर किसने और कब और किस तरह से निकाली और वह उसी क़िस्म की पुरानी तदबीर से किस बात में अच्छी है ॥ ६

(८) हैज़े की बिमारी से बचने के लिये किन २ बातों का ख़याल रखना चाहिये और इस बीमारी की बाबत कोई ख़ास बात जो तुम जानते हो लिखो—मौत और पैदाइश का रजिस्टर रखने से सरकार का क्या मतलब है ६

The percentages of the marks required to pass a candidate were as follow :—

I. English	...	33 per cent.
II. Mathematics	...	ditto.
III. Second language	...	ditto.
IV. History and Geography	...	25 per cent.
V. Science	...	ditto.

QUESTIONS SET AT THE MIDDLE CLASS EXAMINATION *VERNACULAR* OF APRIL, 1885.

A.—Papers for Candidates in Urdu or Persian.

Monday, 6th April, 1885.

I.—LANGUAGE.

(1)—Urdu.

(*a*)—*Urdu Calcutta University Entrance Course. Maximum marks,* 50.

Time allowed, 10 A. M. to 12-30 P. M.

اول سوال — چار فقرے جو نیچے لکھے ہوئے ہیں اُنکا مطلب توضیح کے ساتھہ اپنی اُردو زبان میں لکھو یہہ نہ کرو کہ اِن فقروں ہی کی عبارت کو اُلٹ پلٹ کرکے لکھہ دو —

(۱) — راجہ بولے میں نے بہت دیر تک غور سے نظر کی جاگنے میں تو معلوم مگر خواب میں بھی کبھی شکل اِسکی نہیں دیکھی مہری اِسکی جو تم لگن لگتے ہو کیوں ناحق کلنک چڑھاتے ہو ۴

(۲) — اب یہہ کہانی تمام ہوئی ای جوان لفظ و معنی سے بخوبی سرانجام ہوئی ازبسکہ زبان ریختہ میں لکھی سال ہجری کے موافق ریختہ تاریخ ہوئی ... ۴

(۳) — ریاضت میں کامل مدام شاغل نماز معکوس بھی اکثر پڑھا کرتا سوائے اِسکے اَوْر بھی کڑی کڑی عبادتیں کیا کرتا حقا کہ اپنے معاصرین میں بےنظیر و صاحب تاثیر تھا ... ۴

(۴) — بیلا پےلاگ دل کو کھینچتا ھی چنبیلی کی البیلی وضع پر روح شیدا ھی - منھدیوں کی تئوں پر چاندنی لوٹ پوٹ ھی - جسکی بہار سے چاند کے جگر میں داغ اور دل پر چوٹ ھی لالہ لعل سے بہتر - سبزہ زمرد کا ھمسر ... ۴

(الف) — ریختہ کس زبان کا نام ھی اور کیوں یہہ نام ھی - نماز معکوس کیسی ھوتی ھی ۲

(ب) — کلیک اور البیلی کی لفظوں کی تحقیق لکھو - معاصرین مدام بتاؤ کیا صیغے ھیں ۲

(۲) اِس نظم میں ھر شعر کا مطلب وضاحت کے ساتھہ اُردو نثر میں لکھو یہہ ھرگز نہ کرو کہ شعر کے الفاظ کو اُلٹ پلٹ کر نثر میں لکھہ دو *

۱ حمد بیحد اُس خدائے پاک کو — نور ایمان جسنے بخشا خاک کو

۲ خاک کو پرنور سرتا پا کیا — قطرۂ ناچیز کو دریا کیا ... ۴

۳ تو رحیم اور گنہگار ھوں میں — مغفرت کا اُمیدوار ھوں میں

۴ بر ھمیں حرف این خجستہ کلام — ختم شد والسلام والاکرام ... ۴

۵ یقین تو جان گیا ٹوٹ دل مرا وھیں — جو خار چبھکے مرے پانوں میں ذرا ٹوٹا

۶ ولے شکست یہی اِس فقیر کو بھائی — قدح طمع کا اگر توڑے سنگ اِستغنا ... ۳

۷ کمر و اِسقدر ھی کہ اگر اُسکے نعل کا — لوھا گلا کے تیغ بناوے کوئی لوھار

۸ ھی مجھکو یہہ یقین کہ وہ تیغ روز جنگ — رستم کے ھاتھہ سے نہ چلے وقت کارزار ... ۴

۹ تیغ سخا بھی ایسی ھی جس سے بہملک دل — پاتے ھیں گنھہ غموں کے بیک ساعت اِنھدام

۱۰ سائل کے گھر میں کب تیری بخشش سما سکے — جب اُسکے گھر کا تا بہ فلک ھو نہ پشت بام ۴

(۳) اِن فقروں میں فعل کے صیغہ بتلاؤ کہ کیا کیا ھیں —

وہ مجھے مارے ڈالتا ھی مجھے بچاؤ — مجھے ایسی مار ماری کہ میں مر گیا ھوتا — یا اِلٰہی میں کہاں جاؤں اور کیا کروں — وہ آکر مجھے سمجھائینگے کیا ... ۴

(۴) کو — پر — اے — ھاں کے کیا کیا معنی آتے ھیں ... ۲

(۵) اِس شعر کی ترکیب لکھو —

سودا یہ جب جنوں نے کیا خواب و خور حرام — لائے گھر اُس طبیب کے ھی عقل جسکا نام ... ۵

(b)—Urdu Paraphrase. Maximum marks, 20.

Time allowed, 1 to 2 P. M.

اِن اشعار کو نثر میں اِس طرح لکھو کہ مضمون وھی رھے اور توضیح اُسکی ھو جاے اور الفاظ اُسکے یوں تبدیل ھوں کہ مشکل الفاظ سہل الفاظ میں اور محاورے اُنکے ھم معنی محاوراتِ میں —

(الف) ۱ کسو لالہ رخ کا نہ اُٹھے نقاب — کہ ھوں داغ دونوں مہو و آفتاب

۲ خود آرا نہو فتنہ ور سر کوئی — کہ سر پر قیامت رکھے کوئی

۳ کسو کی نہ چاہ زنخ میں گریں — مبادا کہ واں سے نہ جیتے پھریں

(ب) ۴ بوند تھمتی نہیں ھی اب کی سال — چرخ گویا ھی آب در غربال

۵ وھی یکساں اندھیر برسے ھی — آسماں چشم وا کو ترسے ھی

۶ ماہ و خورشید اب نکلتے نہیں — تارے ڈوبے ھوئے اُچھلتے نہیں

۷ آب بن کوئی بولتا ھی نہیں — آسماں دیدہ کھولتا ھی نہیں

۸ چرخ تک ھو گیا ھی پانی جو — ماہ و ماھی ھیں ایک جا ھردو

(c)—Original Composition. Maximum marks, 20.

Time allowed, 2 to 3 P. M.

مضمون سنہ ۱۸۸۵ع

ایک گھنٹہ نمبر ۲۰

(۱) سچی دوستی کی صورت کیا ھوتی ھی اور کیا کیا اُس سے فائدے حاصل ھوتے ھیں

یہہ مضمون بیس سطروں سے کم نہ ھو *

(2)—Persian.

(a)—*Persian Calcutta University Entrance Course. Maximum marks*, 50.

Time allowed, 10 A. M. to 12-30 P. M.

جو عبارتیں نیچے لکھی ہیں اُنمیں سے ہر ایک فقرہ کا مطلب اُردو زبان میں جدا جدا لکھو ترجمہ کرنے کی ضرورت نہیں ہی و مشکل الفاظ کے معانی جدا لکھو —

(الف) سرهنگان پادشاه بسوابق إنعام معرف بودند — و بشکر آن مرتهن — در مدت توکیل او رفق و مدارا کردند و زجر و معاقبت او روا نه داشتند ... ۴

(ب) وقتے در راه مانده بودم — إبن مرا بر شتر خود نشانده — و از دست آن دیگر تازیانه خورده بودم گفتم صدق الله العظیم — من عمل صالحاً فلنفسه و من اساء فعلیها ... ۵

(ج) منت خدایرا که بخت بلندت یاورے کرد و إقبال رهبري — گلت از خار — خارت از پا بدر آمد تا بدین پایه رسیدي — آیه إن مع العسر یسراً ... ۴

(د) در عقد بیع سرائے متردد بودم — جهودے گفت بخر که من از کدخدایان این محلت‌ام و صفت إین خانه از من بپرس — که عیبے ندارد — گفتم بجز آن که تو ... ۴

(۲) إن اشعار کا مطلب اُردو زبان میں لکھو ترجمہ کرنے کی ضرورت نہیں —

شنیدم در ایام حاتم که بود بخیل اندرش باد پائے چو دود
صبا سرعتے رعد بانگ ادهمے که بر برق پیشي گرفتی همے
بتک ژاله میریخت بر کوه و دشت تو گفتي مگر ابر نیسان گذشت
یکے سیل رفتار هامون نورد که باد از پیش باز ماندے چو گرد ... ۸
از انکه که یارم کس خویش خواند دگر با کسم اشنائي نماند
بحقش که تا حق جمالم نمود دگر هرچه دیدم خیالم نمود
نشد گم که روے از خلایق بتافت که گم کردهٔ خویش را باز یافت
پراگنده‌گانند زیر فلک که همدد توان خواند شان هم ملک
ز یاد ملک چون ملک بآرمند شب و روز چون دد ز مردم رمند ... ۱۰

(۳) إن فقروں کا ترجمہ فارسي زبان میں لکھو —

وزیر ایسا بخیل هی که اپنے واسطے ایک گاڑی نہیں رکھتا فقیروں کی طرح بازاروں میں روٹي کھاتا پھرتا هی اُسکا دل ایسا سخت هی جیسا که اُسکے روپیوں کا آهني صندوق — اُسکے دروازہ پر فقیر بھوک کا مارا مر بھي جاے تو اُسکو روٹي کا ٹکڑا نه دے — إس خیال سے کُرسي پر نہیں بیٹھتا که وہ گھس نه جاے — وہ روپیوں کا جیسا بھوکھا هی ایسي هي نیک‌نامي کا بھوکھا هی ... ۶

(۴) إن صیغوں کو متعدي بناکر لکھو دو — پرسید — پرست — جهد — خورد — داد — اور فعل لازمي امر سے فعل متعدي امر بنانے کا قاعدہ بیان کرو ... ۳

(۵) عربي کے صیغے جو جمع اسماء کے زیادہ‌تر فارسي زبان میں آتے هوں اُنمیں سے چار کے وزن اور مثالیں لکھو ... ۴

(۶) حروف عطف اور اُنکي مثالیں لکھو ... ۲

۵۰

(b)—*Translation from Persian into Urdu. Maximum marks*, 20.

Time allowed, 1 to 2 P. M.

(۱) إس فارسي عبارت کا ترجمہ بامحاورہ اُردو زبان میں لکھو —

آورده‌اند که یکے از سلاطین عرب را روزے بادشمنے إتفاق محاربت اُفتاد چون هر دو لشکر صف کشیدند اُمراے دولت ملک عرب را گفتند اے ملک مهم حرب از دو حال بیرون‌نیست یا نصرت‌است یا هزیمت اگر بحکم قضا و قدر شکستے بر لشکر ما اُفتد ترا کجا جویم گفت اگر بگریزم هر که مرا جوید از رعایت پروردگار محروم باد اگر غلبه خصم را باشد مرا در میدان در زیر سم اسپان طلبند یعني غالب میشوم یا کشته میگردم — آورده‌اند که در آن حرب شمشیر میزد و بر لشکر خصم حمله میبرد تا وقتیکه آفتاب بنصف‌النهار رسید و حرارت بر دل مبارزان غلبه کرد و لبها از تشنگي خشک‌شد و غبار کارزار بر رخسارها نشست یکے از خواص غلامان سلطان عرب با ظرفے اب بر عقب ملک میناخت تا نزدیک وے رسید گفت یا ایها‌الملک تشنه‌شده باشي زمانے توقف فرماے تا قدرے آب بیاشامي ملک گفت تیغ آبدار من ازین تشنه تراست بخداے که تا او از خون دشمن سیراب نشود من تشنگي خودرا تسکین نه دهم و بواسطه عزیمت درست و جرأت تمام و شجاعت کامل حق سبحانه او را بر دشمن ظفر بخشید *

(c)—*Original Composition.*

The same as for the candidates in Urdu.

TUESDAY, 7TH APRIL, 1885.

II.—ELEMENTARY MATHEMATICS.

(*a*)—*Euclid.* *Maximum marks*, 50.

Time allowed, 10 A. M. to 12-30 P. M.

(۱) زاویه - زاویه مسطحه - زاویه مسطحه مستقیم‌الخطین - زاویه قائمه - دائره - متوازي‌الاضلاع - علم کي تعریف لکهو ... ۵

(۲) ایک زاویه مستقیم‌الخطین معلوم کي تنصیف کرو ... ۲

ایک نقطه مفروضه سے ایسا خط مستقیم کهینچو جو دو خطوط مستقیم معلومه سے برابر زاویئے بناوے ۵

(۳) ثابت کرو که راس سب مثلثوں کي جو که ایک هي قاعدے پر هوں اور جنکي اِرتفاع برابر هوں ایک خط مستقیم پر واقع هونگي ... ۶

(۴) اگر مثلث کے ضلعوں میں سے ایک ضلع پر مربع بنایا گیا برابر هو اُن مربعوں کے جو اَوْر اضلاع پر بنائے جائیں تو اُن ضلعوں کے درمیان کا زاویه قائمه هوگا ... ۸

(۵) ایک خط مستقیم کو ایسے دو حصوں میں تقسیم کرو که اُنکي سطح جهاں تک ممکن هی بڑي هو ... ۶

(۶) شکل پنجم مقاله دوم کا دعوي اور ثبوت لکهو ... ۴

اور ثابت کرو که دو خطوط مستقیم غیر مساوي پر جو مربعے بنائے جائیں اُنکا فرق برابر هوتا هی اُنکے مجموعه اور تفاوت کي سطح کے ... ۶

(۷) ایک خط مستقیم معلوم کو ایسے دو حصوں خارجي یا داخلي میں تقسیم کرو که سطح کل خط کي ایک حصه میں برابر هو دوسرے حصه کے مربع کے ... ۸

(*b*)—*Arithmetic and Mensuration.* *Maximum marks*, 50.

Time allowed, 1 to 3-30 P. M.

هر سوال میں جتنے نمبر مقرر هیں اُسکے سامنے لکهے هوئے هیں

۱ — ۳ پؤنڈ ۴ شیلنگ ۶ پینس اور ۵۶ روپیه ۱۰ آنه ۸ پائي اور ۱۳۴ پؤنڈ ۱۵ شیلنگ ۸ پینس اور ۵۶۴ روپیه ۱۳ آنه ۴ پائي اور ۵۹ پؤنڈ ۹ شیلنگ ۵ پینس اور ۷۱۸ روپیه ۵ آنه ۶ پائي کي حاصل جمع اول انگریزي سکوں میں اور دوم هندوستاني سکوں میں دریافت کرو جب ایک روپیه برابر هی ۲ شیلنگ کے ...

۲ — بتاؤ که هم کسروں کي مقدار کا مقابله اُن کسروں کو ایسي کسروں کي صورت میں لاکر جنکے شمارکنندے یکسان هوں کس طرح کر سکتے هیں $\frac{۴}{۹}$ و $\frac{۵}{۱۲}$ و $\frac{۷}{۱۶}$ و $\frac{۱۳}{۲۷}$ کو اُنکے برابر کي ایسي کسروں کي صورت میں لاؤ جنکے شمارکنندے یکسان هوں اور پهر اُنکو مقدار کي کمي و بیشي کے لحاظ سے ترتیب‌وار لکهو ...

۳ — نیچے لکهے هوئے جملوں کو مختصر صورت میں لاؤ —

(۱) $\dfrac{۱ + \frac{۱}{۲} - (\frac{۱}{۳} + \frac{۱}{۴} - \frac{۱}{۵})}{۱ - \frac{۱}{۲} + (\frac{۱}{۳} + \frac{۱}{۴} - \frac{۱}{۵})} \div ۱\frac{۲}{۳}$ ...

(۲) $\dfrac{\text{۱۷۵ء} - \text{۱۱۶ء کا } \frac{۱۲}{۴} \frac{۱۳}{۲}}{\text{۰۸۳ء کا } \frac{۱}{۷}\frac{۵}{۶} + \text{۵۵ء}}$ ... ۴

۴ — جب ۱۰۰ من چانول کی قیمت ۲۶۶ روپیه ۱۰ آنه ۸ پائي هی تو ۷۸۷ من ۲۰ سیر چانول کي قیمت روزمره کے حساب سے صرف ایک ایک جز و فقي اِستعمال کر کے نکالو ... ۳

۵ — جس کام کو ۲ لڑکے اور ایک جوان ۴ گهنٹوں میں اور ۲ جوان اور ایک لڑکا ۳ گهنٹوں میں کر سکتے هیں بتاؤ که اُس کام کو ایک جوان تنها اور ایک لڑکا تنها اور ایک جوان اور ایک لڑکا ملکر کتنے کتنے وقت میں کر سکینگے ... ۶

۶ — ایک شخص نے ۵۰۰ روپیه ۲ مارچ کو قرض لیئے اُنمیں سے ۱۳۵ روپیه ۱۴ مئي کو اور ۱۴۶ روپیه ۱۳ جولائي کو اور ۷۳ روپیه ۱۲ اگست کو اور باقي معه سود ۲۱ ستمبر کو ادا کیئے بتاؤ که کس قدر روپیه سود کا ۵ فیصدي سالانه کے حساب سے اُسنے اِس پچهلي تاریخ پر دیا ۷

اِس سوال کے حل کرنے میں یاد رکهو که سال ۳۶۵ دن کا هوتا هی اور کسي دو تاریخوں کے درمیان دنوں کي تعداد نکالنے میں اُن تاریخوں میں سے ایک تاریخ کو نهیں گنتے هیں *

۷ — ایک مربع گھاس و پھولوں کے تختہ کے چاروں طرف میں ملاکر ۳۶ گز لنبا کٹہرا لگا ھی جس قدر زمین اُس کٹہرے کے اندر گھری ہوئی ھی اُسمیں اگر ۴۰ مربع گز زمین اَوْر ملا دی جاے اور شکل گُل زمین کی مربع رھے تو بتاؤ کہ کس قدر کٹہرے کی اَوْر ضرورت پڑیگی ... ۴

۸ — ایک مثلث کھیت کی دو مینڈ ۴۰ اور ۵۵ گز لنبی ھیں اور اُن مینڈوں کے درمیان کا زاویہ ۳۰ درجہ کا ھی اُس کھیت کا رقبہ دریافت کرو ... ۴

۹ — کھیت ا ب س د کی مینڈ ا ب اور س د متوازی ھیں ا ب ۱۵ جریب اور س د ۱۷ جریب لنبی ھی اور کھیت کا رقبہ ۸ ایکر ھی بتاؤ کہ مینڈ ا ب مینڈ س د سے کم سے کم کتنی دور ھی ... ۴

۱۰ — دو دیئے ھوئے دائروں میں سے ایک کا رقبہ دوسرے کے رقبہ سے دونا ھی بتاؤ کہ ایک دائرے کے قطر کو دوسرے کے قطر کے ساتھہ کیا نسبت ھی ... ۴

WEDNESDAY, 8TH APRIL, 1885.

III.—HISTORY AND GEOGRAPHY.

(a)—Hunter's Brief History of the Indian People. Maximum marks, 50.

Time allowed, 10 A. M. to 12-30 P. M.

(۱) بالمیک — بودھہ — بکرماجیت — شنکراچاریہ کون تھے ... ۶

(۲) (الف) شنکراچاریہ کے بعد آریوں کے خاص خاص چار فرقوں کے مجتہدوں کے نام اور اُنکا زمانہ لکھو ... ۸
(ب) کس سبب سے ھندوؤں میں ذاتیں جدا جدا پیدا ھو گئیں ...

(۳) مگدھدیش کے بُدھہ مت کے دو سب سے بڑے راجاؤں کا حال لکھو ... ۶

(۴) آریوں کے شاستروں کے نام اور اُنکا حال لکھو ... ۱۱

(۵) آریوں کے زمانہ سلطنت میں بھرتکھنڈ کے ملکی اِنتظام اور معاشرت و شایستگی و مذھب کا حال مختصر لکھو ... ۹

(۶) بھرتکھنڈ کے غیر آریوں کے خاص خاص ذاتوں اور فرقوں کا حال لکھو اور اب جن مقاموں میں وہ بستے ھوں اُنکا نام لکھو ... ۱۰

(b)—General Geography. Maximum marks, 50.

Time allowed, 1 to 3-30 P. M.

سوال کی بائیں طرف پورے نمبر دیئے ھوئے ھیں

(۱) مفصلہ ذیل اِصطلاحوں کی تعریف لکھو — پلیٹو — ڈلٹا — راس — اِستپس — وادی (ویلی) دھانہ دریا (اِستیوری) — خلیج — خاکناے ... ۴

(۲) مندرجہ ذیل ملکوں کی دارالسلطنت لکھو تبت — جاپان — بلوچستان — سیام — ناروے — آئرلینڈ — پورنگال — پروشیا — نیوبیا — کیپ‌کولونی — سوڈان — یونیٹڈ اِسٹیٹس — میکسکو — بریزل — پیرو — یوکیڈار ... ۸

(۳) ھندوستان میں سب سے بڑا دریا کون ھی — کہاں سے نکلتا ھی اور کہاں گرتا ھی اور اُسکے معاون دریا کون ھیں ... ۴

(۴) مقامات مندرجہ ذیل کہاں واقع ھیں اور کس لیئے مشہور ھیں ماسکو — نیویارک — ھیگ — لیپزک — یروشلیم — قسطنطنیہ — ڈھاکہ — امرتسر — کرانچی — مدکی ۸

(۵) مندرجہ ذیل پہاڑ کہاں ھیں الپس — پیری‌نیز — یورال — بلورتاگ — کارپےتھینین انڈیز ... ۳

(۶) جو جزیرۂ بحیرۂ روم (مڈیٹرینین سی) اور بحیرۂ ھند میں ھیں اُنکے نام بتاؤ ... ۶

(۷) ھندوستان کا ایک نقشہ کھینچو اور اُسمیں خاص دریاؤں اور پہاڑوں اور چھہ بڑے شہروں کے نام لکھو ... ۹

(۸) دریاے مندرجہ ذیل کے کنارے پر کون کون مشہور شہر آباد ھیں ٹیمس — ٹائبرن — سندھہ — نیل اور یہہ دریا کہاں پر واقع ھیں ... ۸

THURSDAY, 9TH APRIL, 1885.

IV.—SCIENCE.

(a)—*Physical Geography. Maximum marks*, 40.

Time allowed, 10 A. M. to 12 noon.

هر سوال کے نمبر اُسکے سامنے لکھے هیں

(۱) هوا کسکو کہتے هیں — هوا کن کن چیزوں سے بني هی — هوا کے چلنے کا کیا باعث هی طوفان آنے کے پہلے کیا کیا علامات دیکھنے میں آتے هیں ... ۷

(۲) مانسون کسے کہتے هیں — هندوستان کے مانسون کا سبب بیان کرو — مانسون سے هندوستان کو کیا فائدہ هوتا هی ... ۷

(۳) پہاڑوں کے نیچے کي نسبت اُوپر سردي کیوں زیادہ هوتي هی ... ۴

(۴) بادل کیا هی — بادل کہانسے آتے هیں — کس طرح سے بنتے هیں اور کیسے هوا میں لٹکتے رهتے هیں ... ۶

(۵) سمندر کے نیچے کا حال جو جانتے هو لکهو — کیا وهاں روز بروز کچھہ فرق هوا کرتا هی اگر هوا کرتا هی تو وہ کس طرح سے هوتا هی ... ۶

(۶) زمین کے اندر آگ هونے کي کیا کیا ثبوت هیں ... ۴

(۷) رات دن هونے کا کیا سبب هی — موسم کي با قاعدہ تبدیلي کا باعث کیا هی ... ۶

(b)—*Sanitary Primer with the Primer of Physical Science or the Primer of Biography. Maximum marks*, 60.

Time allowed, 12-30 P. M. to 3-30 P. M.

SANITARY PRIMER.

نمبر هر سوال کے اُسکے مقابل درج هیں

پہلا سوال — (الف) مفصل بیان کرو کہ جس گھر میں کافي نکاس کثیف هوا کا نہو اُس میں آگ کیوں نہ جلاني چاهیئے ... ۳

(ب) اکثر مُنہہ کھولکر سونا کیوں عمدہ هی ... ۲

دوسرا سوال — مفصل لکهو کہ کس کس اِحتیاط سے پاني گندہ هونے سے بچ سکتا هی ... ۵

تیسرا سوال — اِسکا کیا سبب هی کہ جن گانوں کے نزدیک دلدل پائي جاتي هی اُنمیں بیماري زیادہ هوتي هی دلدلوں کے دور کرنے کي کیا کیا تدبیر هیں ... ۴

چوتھا سوال — کوهري یعني سبز پودوں کا خلقت میں کیا عظیم فائدہ هی ... ۳

پانچواں سوال — (الف) بہت آدمیوں کا ایک مکان میں رهنا کیوں منع هی

(ب) اِس اُصول کے موافق کلکتہ کي بلیک هول میں انگریزي قیدیوں کي وفات کي وجہہ لکهو ... ۴

چھٹا سوال — بارش یعني مینہہ کا پاني کس کس طرف تقسیم هو جاتا هی بعض دریا (مثلاً رهائن) بجاے برسات کے گرمي میں کیوں چڑھتي هیں ... ۵

ساتواں سوال — اُن کنوؤں کا پاني جو تالابوں کے کنارے پر هوتے هیں کیوں عمدہ هوتا هی ... ۴

PRIMER OF PHYSICAL SCIENCE.

هر سوال کے نمبر اُسکے آگے لکھے هوئے هیں

(۱) گرهن کیا هی اور کب اور کیونکر چاند و سورج کو گرهن لگتا هی ... ۵

(۲) ایک پاني بھرے برتن کے نیچے آنچ لگانے سے کیا هوتا هی اور جو کچھہ هوتا هی اُسکا کیا سبب هوتا هی جاڑے کے موسموں میں ندي و تالاب تہہ سے لیکر اُوپر تک کیوں نہیں جم جاتے ... ۶

(۳) (الف) سب چیزیں کیوں ایک رنگ کي نہیں دکھائي دیتیں ... ۳

(ب) مکانوں کو بجلي سے بچانے کے لیئے کیا علاج کیا جاتا هی اُسکو اچھي طرح بیان کرو ... ۵

(۴) جب بتي کو جلاتے هیں تو ثابت کرو کہ کوئي جزو اُسکا معدوم نہیں هوتا ... ۵

(۵) جانوروں اور درختوں پر هوا کا اثر کیا هوتا هی ... ۶

PRIMER OF BIOLOGY.

(۱) کسي اعلی درجه کے ریڑھدار جانور کے بدن کی بناوٹ کا بیان لکھو ... ۶

(۲) پھولوں کے خاص آلات کیا ھیں اُنکو مختصر بیان کرو ... ۶

(۳) خون کیا چیز ھی اور وہ کیونکر بدن میں دورہ کرتا تھی ... ۶

(۴) آدمي کي خوراک کے اجزا کیا ھیں — تھوک کا اثر کھانے کي چیزوں پر کیا ھوتا ھی ... ۵

(۵) جانوروں اور درختوں پر ھوا کا اثر کیا ھوتا ھی ... ۷

B.—PAPERS FOR CANDIDATES IN HINDI.

MONDAY, 6TH APRIL, 1885.

I.—LANGUAGE.

(a)—Gutka. Maximum marks, 50.

Time allowed, 10 A. M. to 12-30 P. M.

प्रश्नों के मोल उनकी दाहिनी ओर लिखे हैं ॥

१ चौ० जय रघुवंश बनज बन भानू । गहन दनुज कुल दहन कृसानू ॥
जय सुर धेनु विप्र हितकारी । जय मद मोह कोह भ्रमहारी ॥
विनय शील करुना गुन सागर । जयति बचन रचना अति आगर ॥
सेवक सुखद सुभग सब अंगा । जय सरीर सब कोटि अनंगा ॥
करौं कहा मुख एक प्रसंसा । जय महेश मन मानस हंसा ॥
अनुचित बहुत कहेउ अज्ञाता । छमहु छमा मन्दिर दोउ भ्राता ॥
कहि जय जय जय रघुकुल केतू । भृगुपति गये बनहि तप हेतू ॥
अपभय कुटिल महीप डराने । जहँ तहँ कायर गवहिं पराने ॥
इन चौपाइयों का उल्था खड़ी बोली में करो· कोई पंक्ति या कठिन शब्द न छूटे ॥ ८

२ (क) रघुवंशबनजबनभानू । महेशमनमानसहंसा
इन दो पदों के समास का विग्रह करो ।

(ख) बनज, अनंगा, महीप इन शब्दों की व्युत्पत्ति लिखो ॥

(ग) भृगुपति कौन थे, इन की संक्षेप कथा बताओ·

३ (क) नीचे के दृष्टान्तों का अर्थ लिखो·
नीकी पै फीकी लगे बिन औसर की बात ।
जैसे बहनत युद्ध में रस सिंगार न सुहात ॥
घर घर कबहुं न जाइये गये घटत है जोति ।
रवि मण्डल में जात ससि छीन कला छबि होत ॥ ४

(ख) औसर, सिंगार, ससि, छीन, इन शब्दों का शुद्ध रूप लिखो ॥ २

(ग) घर घर डोले दीन ह्वै जन जन जाचत जाय ।
दिये लोभ चसमा चखनि लघु पुनि बड़ो लखाय ॥
पोथी पढ़ि पढ़ि जगमुआ पण्डित भया न कोय ।
एके अच्छर प्रेम का पढ़े सो पण्डित होय ॥
इन दोहों का क्या तात्पर्य्य है ॥ ४

४ धनञ्जय गांडीव धनुर्द्वे इषुधि अक्षय जोन ।
दिव्य अस्त्र अनेक पाये पूजि पावक तोन ॥
धनञ्जय कौन थे, गांडीव क्या था, इषुधि किसे कहते हैं, पावक को किस विध से पूजा था· ६

(५) यह सुन राजा परीक्षित ने श्रीशुकदेवजी से पूछा कि कृपा निधान सत्राजित कौन था मणि उसने कहां पाई और कैसे हरि को चोरी लगाई फिर क्यों कर झूठ समझ कन्या ब्याह दी यह तुम मुझे बुझाके कहो ॥

(क) ये प्रश्न जो परीक्षित ने किये उन के उत्तर संक्षेप रीति से लिखो ॥ ४

(६) इस मृगयाशील राजा की मित्रता से हम तो बड़े दुखी हैं; ग्रीष्म की दुपहरी में भी यह मृग आया यह बराह आया। उधर शार्दूल जाता है + + खाने को शूल पर भूना मांस मिलता है ॥

(क) मित्रता में कौन सा तद्धित प्रत्यय आया है यह प्रत्यय किस अर्थ में आया करता है· बराह और शार्दूल का अर्थ क्या है ॥ ४

(७) (क) राजा नल का रथ हांकना प्रख्यात था राजा ऋतुपर्ण बहुत घबराया कि इतने थोडे अर्से में क्योंकर विदर्भ पहुंच सकेंगे ॥
ऋतुपर्ण कहां का राजा था विदर्भ देश भारतवर्ष के किस अंश में था ॥

(ख) नारी ही धन्य है आज एक पति छोड़ा कल दूसरा करलिया ॥
दमयन्ती के दूसरे विवाह की बात सुन राजा नल ने जो ऊपर का वाक्य कहा है उस से भारतवर्ष के अगले ज़माने में द्विजातियों की कौनसी रीति का उल्लेख पाया जाता है ॥ ४

(९) सुन्दर हस्ताक्षर के लिये· ३

(b)—*Paraphrase. Maximum marks*, 20.

Time allowed, 2 to 3 P. M.

नीचे की कविताओं को सहल खड़ी बोली में उल्था करो ॥

(क) शब्द सुधा मृत परि पूरण शास्त्र मनोहर वाक्य पढ़ावें ।
ज्ञान विचार करें निशि वार जो वह निरधन ह्वै दुख पावें ।
सो जड़ता नृप को कहिये जेहि राज बसे न गुणी गुण गावें ।
खोटमणि की जो नहीं मणि को परखे सोइ मूढ़ कहावें ।

(ख) दुःशासन दुष्ट ने दुकूल गहेउ दीन बन्धु
दीन ह्वै के द्रुपद दुलारी यों पुकारी है ।
ठाढ़े ठिग पारथ से छाड़े पुरषारथ को
भीम महा भीम योध नीचे को निहारी है ।
अंबर के अंबर अंबार लगे बनसीधर
भीषम करण द्रोण शोभा यों निहारी है ।
सारी मध्य नारी है कि नारी मध्य सारी है
नारी है कि सारी है कि सारी है कि नारी है ॥

(ग) सूर सूर तुलसी शशी कवि गण उडगन और
कलि के कवि खद्योत सम चमके ठौरे ठौर २०

(c)—*Original Composition. Maximum marks*, 20.

Time allowed, 2 to 3 P. M.

सच्ची मित्रता कैसी होती है और उस से क्या लाभ हो सक्ते हैं·
इस पर एक प्रबन्ध लिखो २० सतर से कम न हो २०

TUESDAY, 7TH APRIL, 1885.

II.—ELEMENTARY MATHEMATICS.

(a)—*Euclid.* *Maximum marks*, 50.

Time allowed, 10 A. M. to 12-30 P. M.

प्रश्नों के मोल उनकी दाहिनी ओर लिखे हैं

१ सरलकोन, समकोन, वृत्त, समानान्तर चतुर्भुज और मापक की परिभाषा लिखो ॥ ५

२ दिये हुए सरलकोन के दो बराबर हिस्से करो ॥ २

एक दिये हुए बिन्दु से एक रेखा खींचो जो दी हुई दो रेखाओं के साथ बराबर कोन बनावे ॥ ५

३ साबित करो कि शीर्ष कोन उन सब त्रिभुजों के जो एक ही आधार पर हों और जिनकी उंचाई बराबर हो एक ही सरल रेखा में होंगे ॥ ६

४ अगर त्रिभुज की भुजाओं में से एक भुजा पर का वर्ग बाक़ी दो भुजाओं के वर्गों के बराबर हो तो कोन जो उन भुजाओं से बना है समकोन होगा ॥ ८

५ एक सरल रेखा को ऐसे दो हिस्सों में काटो कि उनका धरातल जहां तक सम्भव हो बड़े से बड़ा हो ॥ ६

६ दूसरे भाग की पांचवीं शकल का दावा और सबूत लिखो ॥ ४

७ साबित करो कि २ नाबराबर सरल रेखाओं के वर्गों का फ़र्क़ बराबर होता है उनके योग और उनके फ़र्क़ के धरातल के ॥ ६

८ एक दी हुई रेखा को ऐसे दो हिस्सों में बांटो कि कुल रेखा और उसके एक हिस्से का धरातल बराबर हो दूसरे हिस्से पर के वर्ग के ॥ ८

(b)—*Arithmetic and Mensuration.* *Maximum marks*, 50.

Time allowed, 1 to 3-30 P. M.

अंक गणित और क्षेत्रव्यवहार

हर सवाल में जितने नंबर मुक़र्रर हैं उसके सामने लिखे हुए हैं

१ ३ पे० ४ शि० ६ पे० और ५६ रु० १० आ० ८ पा० और १३४ पे० १५ शि० ८ पे० और ५६४ रु० १३ आ० ४ पा० और ५९ पौंड ९ शि० ५० पे० और ७९८ रु० ५ आ० ६ पाई इन सब का योग (१) अंगरेज़ी सिक्कों में और (२) हिन्दुस्तानी सिक्कों में दर्याफ़्त करो १ रुपया बराबर है २ शिलिंग के ॥ ६

२ बताओ कि हम भिन्नों की मिक़दारों का मुक़ाबला उन भिन्नों को ऐसे भिन्नों के रूप में लाकर जिनके अंश एक से हों किस तरह कर सकते हैं ॥ $\frac{४}{९}$, $\frac{५}{१२}$, $\frac{७}{१६}$, $\frac{१३}{२७}$, को उनके बराबर के ऐसे भिन्नों के रूप में लाओ जिनके अंश एक से हों फिर उनको न्यूनाधिक क्रम से लिखो ॥ ५

३ मूल्य बताओ

(१) $\dfrac{१+\frac{१}{२}-(\frac{१}{३}+\frac{१}{४}-\frac{१}{५})}{१-\frac{१}{२}+(\frac{१}{३}-\frac{१}{४}+\frac{१}{५})} \div १\frac{२०}{४७}$ का ३

(२) $\dfrac{\cdot १०५-११६ \text{ का } २\frac{१}{४} - ३\frac{१}{२}}{\cdot ०८३ \text{ का } \frac{१\frac{५}{७}}{३\frac{६}{७}} + ५५}$ का ४

जब १०० मन चांवल की क़ीमत २६६ रु० १० आ० ८ पाई है तो ०८० मन २० सेर चावल की क़ीमत व्यवहार गणित से एक ही समापवर्तक टुकड़े को काम में लाकर निकालो ॥ ३

५ जिस काम को २ लड़के और एक जवान ४ घंटों में और २ जवान और ५ लड़का ३ घंटों में कर सकते हैं बताओ कि उसको १ जवान अकेला और १ लड़का अकेला और १ लड़का और १ जवान मिलकर कितने २ वक़्त में कर सकेंगे ॥ ६

६ एक आदमी ने ५०० रुपये ५ रु० सैकड़े के सादे ब्याज पर २ मार्च को क़रज़ लेकर उनमें से १३५ रु० १४ मई को और १४६ रु० १३ जूनाई को और ०३ रु० १२ अगस्त को और बाक़ी मूल और ब्याज जितना २ मार्च से चढ़ा था वह सब २१ सितंबर को अदा कर दिये बताओ कि उसने कितना रुपया ब्याज का दिया ॥ ७

☞ इस सवाल का जवाब निकालने में याद रक्खो कि १ बरस में ३६५ दिन होते हैं और किसी दो तारीख़ों के दर्मियान दिनों की तादाद निकालने में उन तारीख़ों में से एक तारीख़ को छोड़ देते हैं ॥

७ एक घास और फूलों के वर्ग तख़्ते के चारों तरफ़ में मिलाकर ३६ गज़ लंबा कटहरा लगा है जितनी ज़मीन उस कटहरे के भीतर घिरी हुई है उस में अगर ४० वर्ग गज़ ज़मीन और मिला दी जाय और सूरत कुल ज़मीन की वर्ग रहे तो बताओ कितने कटहरे की और ज़रूरत पड़ेगी ॥ ४

८ एक चिभुज खेत की दो मेंड़ें ४० और ५५ गज़ लंबी हैं और उन मेंड़ों के दर्मियान का कोण ३० दर्जह है उस खेत का रक़बा दर्याफ़्त करो ॥ ४

९ अ ब स द खेत की मेंड़ अ ब और स द जो समानान्तर हैं १५ और १० जरीब लंबी हैं और खेत का रक़बा ८ एकड़ है बताओ कि मेंड़ अ ब मेंड़ स द से कम से कम कितनी दूर है ॥ ४

१० दो वृत्तों में से एक का रक़बा दूसरे के रक़बे से दूना है बताओ कि एक के व्यास को दूसरे के व्यास साथ क्या संबन्ध है ॥ ४

WEDNESDAY, 8TH APRIL, 1885.

III.—HISTORY AND GEOGRAPHY.

(a)—*Hunter's Brief History of the Indian People. Maximum marks*, 50.

Time allowed, 10 A. M. to 12-30 P. M.

हर सवाल के नम्बर उसके आगे लिखे हुए हैं.

(१) बाल्मीकि—भर्तृहरि—बिक्रमादित्य—और श्रीशङ्कराचार्य्य कौन थे ? ६

(२) (अ) आर्य्यों की मुख्य चार संप्रदायों के आचार्य्यों के नाम और समय जो श्रीशङ्कराचार्य्य के पीछे हुए लिखो । ८

(क) किन कारणों से जाति भेद अनेक हो गये ?

(३) मगध देश के बौद्ध मत के दो मुख्य राजाओं का वृत्तान्त लिखो । ६

(४) आर्य्यों के शास्त्रों की नामावलि लिखो । ११

(५) आर्य्यों के समय में भरतखंड की राज्य संबन्धी, सभ्यता संबन्धी और मत संबन्धी व्यवस्था का संक्षेप वर्णन करो । ६

(६) भरतखंड के अनार्य्यों के मुख्य भेद और जाति लिखो और उन स्थानों के नाम लिखो जहां वे अब बसते हैं । १०

(b)—*General Geography. Maximum marks*, 50.

Time allowed, 1 to 3-30 P. M.

प्रश्न की दाहिनी ओर उसका मान दिया है·

(१) नीचे लिखे हुए नामों की परिभाषा लिखो—
प्लेटो, डेल्टा, अन्तरीप, स्टेप्स, घाटी, इष्टुआरी, खाड़ी, डमरुमध्य। ४

(२) नीचे लिखे हुए मुल्कों की राजधानी लिखो—
तिब्बत, जापान, बिलूचिस्तान, सियाम, नारवे, आयरलंड, पोरटुगाल, प्रुशिआ, नूबिआ, केपकालोनी, सोडान, इउनाटेड स्टेट्स, मेक्सिको, ब्रज़ील, पेरू, इकुआडोर॥

(३) हिन्दुस्तान में सब से बड़ी नदी कौनसी है कहां से निकलती है और कहां जाकर गिरती है इस में कौन कौनसी नदी मिलती हैं॥ ४

(४) नीचे लिखी हुई जगह कहां हैं और किस लिये प्रसिद्ध हैं—
मास्को, न्यूयार्क, हेग, लिपज़िग, यारूसलम, कुस्तुन्तुनिया, ढाका, कराची मुदकी॥ ८

(५) नीचे लिखे हुए पहाड़ कहां हैं—
आल्पस, पायरेनीज़, इउरेल, बेलूटाग, कारपेथियन, एन्डीज़॥ ३

(६) जो द्वीप हिन्द महासागर और मेडिटरेनियन समुद्र में हैं उनके नाम लिखो॥ ६

(७) हिन्दुस्तान का एक नक्शा खींचो और उस में मुख्य नदियों पहाड़ों, और ६ प्रसिद्ध नगरों के नाम लिखो॥ ९

(८) नीचे लिखी हुई नदियों के किनारे पर कौन २ से प्रसिद्ध नगर बसते हैं टेम्स, सिन्ध, टाइवर और नील। ये नदियां कहां पर हैं॥ ८

THURSDAY, 9TH APRIL, 1885.

IV.—SCIENCE.

(a)—*Physical Geography. Maximum marks*, 40.

Time allowed, 10 A. M. to 12 noon.

(१) हवा क्या है और किन किन चीज़ों से बनी है। तूफ़ान आने से पहले क्या क्या निशान देखने में आते हैं। ७

(२) मानसून किसे कहते हैं? हिन्दुस्तान के मानसून का सबब बयान करो। इस मानसून से हिन्दुस्तान को क्या फ़ायदा होता है। ७

(३) पहाड़ों के ऊपर नीचे से ज़ियादह सरदी क्यों होती है। ४

(४) बादल क्या है ये कहां से आते हैं किस तरह से बनते हैं और कैसे हवा में लटके रहते हैं। ६

(५) समुद्र के तले का हाल क्या जानते हो? क्या वहां रोज़ ब रोज़ कुछ फ़रक़ हुआ करता है तो वह किस तरह से होता है। ६

(६) ज़मीन के नीचे आग होने के क्या क्या सबूत हैं। १४

(७) रात दिन किस कारण से होते हैं? भिन्न भिन्न ऋतु एक दूसरे के बाद किस कारण से आते हैं॥ ६

(b)—Sanitary Primer with the Primer of Physical Science or the Primer of Biology. Maximum marks, 60.

Sanitary Primer.

हर सवाल का मोल उसके सामने लिखा है।

(१) (ख) बतलाओ जिसघर में हवा का पूरा २ निकास न हो आग जलानी क्यों अनुचित है ? ३

अकसर मुंह खोलकर सोना किस लिये अच्छा समझा जाता है ? ७

(२) वे कौन कौन से उपाय हैं जिनसे पानी मैला होने से बच सक्ता है ? ५

(३) जिन स्थानों के पास दल दल और सोलन बहुत हो उन में रोगों की विशेषता का क्या कारण है ? ४

(४) बतलाओ हरे वृक्षों से संसार को क्या २ उपकार होते हैं ? ३

(५) बहुत से मनुष्यों का एक घर में रहना किस लिये अनुचित है ? इस प्रमाण के अनुसार कलकत्ते के ब्लाकहोल में अंगरेज़ी क़ैदियों की मृत्यु का कारण लिखो ॥ ४

(६) मेह का पानी किस २ प्रकार से बढ़ जाता है ? कोई नदियां जैसे हैन बजाय बरसात के गरमी में चढ़ती हैं इसका क्या कारण है ? ५

(७) उन कुओं का पानी जो नदियों या तालाबों के किनारे होते हैं क्यों अच्छा और मीठा होता है ? ४

३०

Primer of Physical Science.

हरेक प्रश्न का मोल उसके सामने लिखा है।

(१) ग्रहण क्या है; सूर्य और चन्द्र ग्रहण कब और कैसे लगते हैं ? ५·

(२) एक पानी से भरे बर्तन के नीचे आंच लगाने से क्या होता है। जो होता है उसका कारण क्या है ? ठण्डे मुलकों में जाड़े के समय नदी और हृद आदि तल से ऊपर तक बिलकुल नहीं जम जाते, इसका क्या कारण है ? ६·

(३) (क) सब पदार्थ एकही रंग के नहीं मालूम देते, इसका क्या कारण है ? ३·

(ख) मकानों को बिजली से बचाने के लिये क्या उपाय किया जाता है ? उसका अच्छी तरह बयान करो। ५·

(४) प्रमान करो कि जब मोमबत्ती जलती है, उसका कोई परमाणु नष्ट नहीं होता। ५·

(५) जानवरों और पेड़ों पर हवा से क्या असर होता है· ६·

Primer of Biology.

हरेक प्रश्न का मोल उसके सामने लिखा है।

(१) कोई एक आला दर्जे के रीढ़दार जानवर के बदन की बनावट बयान करो। ६·

(२) फूलों की ख़ास आलात क्या हैं ? उनको मुफ़स्सर बयान करो। ७·

(३) खून क्या चीज़ है और किस तौर पर यह बदन में चलता है। ६·

(४) आदमी के खाने की चीज़ किन २ तत्वों से बनी है ? थूक का असर खाने की चीज़ों पर क्या होता है। ५·

(५) जानवरों और पेड़ों पर हवा से क्या असर होता है। ६·

NOTE.—The candidates in the vernacular branch of the Middle Examination were also required to pass in reading various kinds of Urdu, Hindi or Kaithi script.

The percentages of marks required to be gained by a candidate to pass were as follows :—

I. Language	...	33 per cent.
II. Mathematics	...	ditto.
III. History and Geography	...	25 per cent.
IV. Science	...	ditto.

The minimum in *each* subject was required.

ORDERS OF GOVERNMENT.

No. $\frac{65}{\text{III}-48}$ of 1886.

From

The CHIEF SECRETARY to GOVERNMENT,
N.-W. Provinces and Oudh,

To

The DIRECTOR of PUBLIC INSTRUCTION,
N.-W. Provinces and Oudh.

Dated Allahabad, the 18th January, 1886.

Sir,

Educational Dept.

I am directed to acknowledge the receipt of your report on Public Instruction in the North-Western Provinces and Oudh for the year ending the 31st March, 1885.

2. The report left the Press on the 30th October, and was received in this office on the 2nd November. In recent correspondence you suggested the 1st September as the earliest date on which your annual report could generally be expected to reach the Government, your chief reason being that the university and departmental examinations, by which the efficiency of the year's teaching is tested, now take place in April, and the completion of the report should be delayed till their result is known. It was decided to await a year's experience before definitely determining the date by which your report should be submitted. If you still consider the date at present fixed to be unsuitable, you should now again represent the matter in order that it may be definitely settled.

3. It is probable that the voluminous size of the report now before the Government, which contains 247 pages of printed matter besides 103 pages of tabular statements, may have led to some delay in its issue from the Press. Your own writing occupies a comparatively small portion of the volume, which is largely made up of extracts from, or reproductions of, the divisional and district narratives. These consist in many instances of details which need scarcely have been printed for the information of the Government, though necessarily and properly brought to the notice of the head of the department. In this respect more attention might perhaps have been given to the very clear instructions contained in paragraph 4 of the review by the Government of the preceding year's report, and to G. O. No. 975A, dated 31st May, 1875, which contains the general directions laid down for the guidance of reporting officers.

4. The general educational forms prescribed for imperial purposes by the Government of India in 1883 were prepared for the year 1883-84, but the subsidiary or provincial forms devised to suit the new classification of schools have for the first time been used in the present report. As they differ very much in form from those hitherto in

use, it is impossible to institute any effective comparison with the returns of preceding years. In the present returns each school is treated as a single institution under the most advanced stage up to which it teaches, and against it are shown the statistics of all its classes of every stage, high, middle, and primary; whereas, under the previous system, each part of a school was treated as a separate institution under each of its different stages of teaching. Consequently the same institution used to appear several times in the returns under different headings. The present arrangement admits an exception only in the case of secondary schools, with classes studying for the F. A. and B. A. examinations of the university. In such cases the school continues to be shown as a secondary school, while its collegiate department is separately entered as a college in form No. 1.

5. In the imperial forms schools and colleges are divided into public and private, according as they conform or not to the Government or university standards and course of study, and inspection is exercised over them or not by the Department of Public Instruction. But in the provincial or subsidiary forms schools and colleges are classified according to the management, every school being considered private which is not managed by an officer of the Educational Department or by a public body, even though its course of study conform to the Government standards and it be open to inspection by yourself and your subordinates. The number of public institutions, therefore, appears much larger in the general than in the subsidiary forms, being apparently 5,477 in the latter and 11,003 in the former. Institutions such as indigenous schools, which neither follow the Government course of study nor submit returns of their work, find no place in the subsidiary forms, and are entered in general tables I and III as private institutions without details of work and expenditure. The number of such institutions appears to be 6,652 as shown in the table in paragraph 7 of your report, or 6,709 as shown in the general tables I and III. In the subsidiary returns are included all private schools, whether aided or unaided, which furnish returns or submit to regular inspection. Under this head there is a very large increase in the primary class, the number of boys' schools in which is given as 4,899 in 1884-85 against 31 in the preceding year. No explanation is given of this apparently vast accession to the educational resources of the provinces; but it is understood chiefly to consist of native unaided private schools previously existing, and not of new institutions started during the year of report. You were apparently unable to give any definite information regarding the character of the instruction imparted in these schools, or the methods of their management; and it seems doubtful whether they are open to departmental inspection and should have been entered in the subsidiary returns. But as they would seem to represent a hitherto unobserved amount of educational effort on the part of the people themselves, the fact of the existence of the schools and the manner in which the department obtained cognisance of them in 1884-85, should have been noticed and explained in your report. It is unnecessary, however, to remark further on the matter, as you have the subject of indigenous education at present under consideration, and as you will before long submit a special report upon it.

6. Turning to the general tables which have now been prepared for the second time, table I for 1884-85 shows, under the head of public institutions, an increase, over the previous year, of four arts colleges and two professional colleges. The return of the year 1884-85 seems to be correctly drawn up ; and difference between the returns for the two years must be due in part to some unexplained error in the method of classification adopted in 1883-84. Secondary schools are recorded for 1884-85 as more numerous by 37, and primary schools by 4,907. To the latter increase allusion has been made in the preceding paragraph. The number of special schools has apparently been enhanced by the addition of schools for patwáris. Private schools are, with some variation in the classification, recorded for 1884-85 as 6,709, being an increase over the previous year of 781, and the total number of institutions rose from 11,969 to 17,712. A similar large, but not quite proportional, increase is observed in the number of scholars, which is stated to have been 400,574, as compared with 308,377 in 1883-84. The public institutions would appear to have been better attended than the private ones, the average attendance in the former during 1884-85 having been 29 pupils per school and in the latter not quite 12.

7. The total expenditure on education was Rs. 29,70,901 against Rs. 22,77,479 in the preceding year. The latter figures are taken from the general tables for 1883-84, but they differ somewhat from the figures given in the body of the report for that year. The increase (Rs. 6,93,422) is divided between direct expenditure (Rs. 4,99,332) and indirect (Rs. 1,94,180). The indirect expenditure in 1884-85 amounted to 22·37 per cent. of the whole. It was thus distributed :—

	Percentage.
University	·95
Direction	5·86
Inspection	34·59
Scholarships	9·57
Buildings	41·47
Special grants for apparatus	2·77
Miscellaneous	4·52

The most notable increase (Rs. 1,56,221) is in the outlay on buildings, which rose from Rs. 1,19,465 to Rs. 2,75,686. The scholarship charges also substantially increased, and in 1884-85 formed 2·14 per cent. of the total outlay on education. The direct expenditure (amounting to Rs. 23,06,227) was thus distributed in 1884-85, the percentages for 1883-84 being also shown :—

	Percentage.	
	1883-84.	1884-85.
University education	11·5	16·29
Secondary schools	49·0	42·32
Primary schools	36·1	39 12
Special schools	3 4	2 27

But it is necessary, in considering these figures, to bear in mind that the secondary schools in the return for 1884-85 also include classes for pri-

mary instruction which in the previous year were shown separately as primary institutions. It is not possible, therefore, to determine either the precise amount of the expenditure on elementary education, or the extent to which the necessity, pointed out in paragraph 3 of the review by the Government of last year's report, for devoting a larger portion of the Government allotment to schools of this class, has been recognised. But a comparison of general table II for the past two years shows that the expenditure on elementary schools, independent of secondary schools and devoted solely to primary education, increased by Rs. 2,17,142 during the year under report, and formed 39·12 per cent. of the total direct expenditure on primary education as against 31·1 in the previous year. It would further appear, from general table IV, that no less than Rs. 2,05,803 of this increase was due to fees and other private sources, while only Rs. 12,339 was added from the different public funds. Though not so stated in the report, this large addition to the expenditure on primary education chiefly represents the cost of maintaining the 4,907 new schools to which reference has already been made; and in that case it does not indicate a fresh accession of educational force, but at most an extension of departmental cognisance respecting schools already in existence. This is a point, however, which it would have been desirable to have had clearly explained in the report. The financial statement for professional colleges and special schools also required some further explanation than it has received in the report. The cost of the former is represented in general table II as having risen from Rs. 7,366 to Rs. 1,44,641 and of the latter from Rs. 2,160 to Rs. 28,776. As no material addition seems to have been made to either the professional or special training institutions of the provinces, it may be presumed that the additional colleges and schools shown in table I and the expenditure on them shown in table II supply omissions in the previous year's returns. In the case of the professional colleges, for example, it would appear that the expenditure upon the Roorkee College, which is included in the statement for 1884-85, was omitted from that for 1883-84.

8. The figures shown in the comparative statement in page 5 of the report are not readily intelligible, as they vary under almost every head from those given in the general tables for 1884-85, and, as far as comparison is possible, from those given in the abstract in paragraph 6 of last year's report. These discrepancies are probably inseparable from the introduction of an entirely new method of classification, and, it may be expected, will not recur in succeeding years; but in future such discrepancies, if they cannot be removed, should be carefully explained. Grouping together provincial and local contributions which practically flow from the same source, the net financial results of the year abstracted from general table IV may be thus stated. The total income was Rs. 29,70,901 distributed as follows :—

	Rs.
From Provincial and Local revenues	19,89,766
„ Municipal funds	70,863
„ Fees	3,23,162
„ Other sources	5,87,110

The following table shows how the income under each head was divided between the different classes of institutions and the miscellaneous expenditure:—

Institutions.	Provincial revenues and local rates.	Municipal funds.	Fees.	Other sources, subscriptions, and endowments.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.
Colleges—					
Government	2,43,890	228	7,702	7,400	2,59 220
Aided	38,748	5,106	8,376	65,046	1,17,276
Unaided	...	...	1,274	17,107	18,381
Total ...	2,82,638	5,334	17,352	89,553	3,94,877
Secondary schools—					
Government	3,53,608	21,081	58,375	13,710	4,46,774
Aided	1,72,795	16,624	1,30,777	2,28,227	5,48,423
Unaided	...	...	2,341	21,707	24,048
Total ...	5,26,403	37,705	1,91,493	2,63,644	10,19,245
Primary schools—					
Government	5,11,535	22,439	4 453	3,010	5 41,437
Aided	47,895	4,587	18,367	70,354	1,41,203
Unaided	...	...	81,661	1,08,196	1,89 857
Total ...	5,59,430	27,026	1,04,481	1,81,560	8,72,497
Special schools	75,326	...	2,095	5,850	83,271
University	...	...	5,636	...	5,636
Inspection	2,32,269	...	...	39	2,32,308
Direction	38,945	...	...	...	38,945
Building	2,45,941	443	350	28,952	2,75,686
Furniture, &c.	2,712	102	254	15,342	18,410
Miscellaneous	26,102	253	1,501	2,170	30,026
Total ...	6,21,295	798	9,836	52,353	6,84,282
GRAND TOTAL ...	19,89,766	70,863	3,23,162	5,87,110	29,70,901

For reasons already indicated, no comparison can be usefully instituted with the corresponding table for 1883-84.

9. Some important changes occurred in the controlling staff, which you have sufficiently explained in the 11th paragraph of your report and need not be further noticed. In connexion with the new grant-in-aid code for European schools, and in compliance with the orders of the Government of India, the duty of inspecting all the schools of this class in the provinces was made over to a single officer. Mr. Constable was selected for the work, and it became necessary to appoint an Assistant Inspector for the Meerut Division. The share taken by unofficial members of district boards in the inspection and administration of village schools appears to be still below the standard which, after taking all circumstances into consideration, might be fairly hoped for in these provinces. It is not expected that members selected without special reference to their aptitudes for these duties should exercise much influence over the purely tuitional progress of the schools; but with the growing demand for education there is also an increase of intelligent interest in public instruction, and of the feeling that a thriving school is a real advantage to the neighbourhood. Much may always be done by members of the boards in the way of encouraging the attendance of pupils, checking the unauthorised absence of teachers, and supervising the construction and repair of buildings, and many of these things can be effectively done by the members only. It is indeed scarcely possible, nor

is it altogether desirable, that primary teaching in this very extensive country should rely too exclusively on departmental organisation. Your attention is directed to the remarks on this subject contained in paragraphs 10 and 30 of the Government review of the departmental report for 1883-84, and the Lieutenant-Governor trusts that after another year's experience of the working of the system, you may be in a position to give to the subject the prominent notice which it deserves in the annual report.

10. University teaching in arts was carried on during the year at 10 institutions, five being colleges proper and five high schools containing also classes for the university examinations. The examinations for the M A. degree were deferred till November, and the results could not be shown in this report. For the F. A. and B. A. examinations which were held in April the figures stand thus—

			Passed in 1883-84.	*Passed in* 1884-85.
F. A.	...	...	93	73
B. A.	...	...	33*	38

The exceptional success obtained at the F. A. examination in the former year was not maintained in 1884-85, but the results of the B. A. examinations were substantially better. With one exception, all the students who passed the B. A. and 66 out of the 73 students who qualified at the F. A. examinations, were sent up by the one or other of the five colleges. The method in which you have analysed and weighed the respective merits of the examination work done by the colleges during the year seems to be fair and proper, and should be duly considered by those primarily responsible for the management and direction of those institutions.

11. The university classes of the five high schools only succeeded in passing one candidate for the B. A. and seven for the F. A. qualification. Owing to the combination of school and college teaching in these high schools it is not possible to institute any effective comparison between the relative cost of the university teaching in them and in the regular colleges. But the result just quoted has a material bearing on the question, touched upon in the 18th paragraph of your report, of concentrating university classes at the central institutions devoted primarily and wholly to university teaching. The Lieutenant-Governor is averse to laying down any rule on the subject, since local exigencies and enterprise may require each project for the maintenance or formation of college classes in high schools to be dealt with on its own merits. But it may be generally said that until the existing provincial establishments and resources for collegiate teaching have been more fully utilised, special reasons should in future be required to justify the application of public funds to the maintenance of college classes in secondary schools. It has usually been found to be to the distinct advantage of schools and colleges that each class of institution should, as far as possible, be restricted to its original and proper functions, while the high average cost to the Government of each university student is a very plain indication that the establishments kept up in the colleges have not yet been utilised to their full extent. The school establishments, on the other hand, will generally find

* Including 11 who passed at the subsidiary examinations in May, 1884.

ample and appropriate employment for all their energy and resources in the extension and development of school education. There is, moreover, no doubt that the benefits, direct and indirect, of university culture are best secured when a number of young men are brought together and enabled to supplement their study under first class professors, by the self-education and interchange of ideas for which opportunity can best be found in a large central institution. And although in this respect our colleges are as yet but a distant approximation to the university system, they are far better than scattered classes attached to high schools. On the other hand, there are large towns, like Bareilly, where a small college class acts as an incentive to higher studies among those who are reluctant to go far from their homes, and where the liberality and public spirit of the leading inhabitants, in contributing to the establishment of such a class in their town, deserves every encouragement. The popularity and success of the boarding-house system are attested by the experience of the Aligarh College and by the testimony recorded by Mr. Nesfield in the present report. It affords a means by which students from outlying districts can continue their studies at one or other of the five provincial colleges, and should for the present obviate in some degree the necessity for multiplying college classes in local schools. Even should it need to be supplemented by the grant of additional scholarships, the system would be advantageous on financial as well as other grounds.

12. Besides the 10 institutions above referred to, St. Peter's College, Agra, is included in the statistical returns, subsidiary and general (imperial), of arts colleges. Its claim to collegiate status seems to be based on the existence of a class of two students for the Roorkee College examination. The special departments (1) for law in the Muir, Benares, and Canning Colleges, (2) for Sanskrit in Benares, and (3) for oriental teaching in the Canning and Aligarh Colleges, are all classed as separate institutions in the returns, thus making up 17 in all; but into this total the Benares and Canning Colleges enter three times, and the Muir and Aligarh Colleges twice each. In the general tables the number of colleges is shown as 18, apparently by the inclusion of the Roorkee College, though no imperative reason is apparent why this institution should be admitted here and excluded from the subsidiary forms. The Sanskrit college at Benares continued under Dr. Thibaut's management to be both popular and efficient. It has been strengthened by the restoration of the Anglo-Sanskrit department, which commenced work in July, 1884, and is reported to have made good progress. The Lieutenant-Governor takes much interest in the experiment, which this department represents, of providing the Sanskrit students with the means of taking up English *pari passu* with their own special study, and of encouraging them to do so, in order that in the literature and philosophy of India Eastern scholarship may hereafter be supplemented by the scientific researches of the West. In the special department for teaching law the results shown in the present returns would not seem to indicate any material success.

13. The general tables show that the number of secondary schools rose from 545 to 582, three of the new schools being for girls and

34 for boys. The number of pupils increased from 56,433 to 62,827. Of the 566 boys' schools 121 teach English and 445 teach vernacular only. The girls' schools with one exception all teach English, being apparently intended chiefly for Europeans and Eurasians. It is observed that while 15 of the new schools are supported by the Government from local funds, only 11 are of the aided class. The policy which has been advocated by the Education Commission and approved by this Government, of extending secondary education by the grant in-aid system, was most fully carried out in the case of girls' schools ; and the additional expenditure from public funds on institutions of this class was chiefly in the shape of larger grants to aided schools. Mr. Lloyd gives a very favourable description of the state and progress of the Etáwah Zila School under Mr. DeMello.

14. The results of the Entrance examination of the Calcutta University were less favourable than usual to the schools of the North-Western Provinces and Oudh ; but as the failure in this respect was shared by the schools of other provinces, it may have been partly due to the methods of the examiners rather than to the defective preparation of the candidates. The number of pupils who presented themselves at the middle class examinations shows the growing value which attaches to this test as giving a preliminary qualification for Government service; and the Lieutenant-Governor understands that the rule, to which he attaches much importance, requiring every candidate for a literate appointment to produce a certificate that he has passed, is now universally maintained. Notwithstanding the greater strictness and vigilance observed in conducting the examinations, the absolute number of successful candidates was very much in advance of that in any preceding year. Although a certain number of the examiners were selected from among the teachers in private schools, the superiority of the departmental schools was again shown by the marked success of their pupils, the percentage of passes both in the anglo-vernacular and the vernacular examinations being considerably in excess of that obtained by aided schools or private candidates.

15. The very careful and complete analysis in your report of the statistics of the secondary schools of all classes in each circle yields very instructive results, which will doubtless not fail to receive very careful consideration from the managers and head masters of the different schools and from the inspectors of circles, who are in the first instance responsible for the general educational efficiency of these and other schools in their circles. Your conclusions upon comparison between the statistics for schools under public and those under private management (including in the latter class those which receive aid and inspection from Government) are thus summed up (paragraph 31) :—

"The tuition at the public schools appears by the statistics as more efficient than that at the private schools, and this better result is attained at a cheaper rate. On the other hand, the private institutions succeed in making their scholars pay higher rates of fees than do the Government schools."

In distributing the funds available for grants-in-aid, weight should now be allowed to the various tests of efficiency educed by you in this manner from the statistics, although it may not perhaps be at present

possible or advisable to attempt a strict system of payment by results, such as that recently introduced in the case of European schools.

16. Primary education is not confined to those institutions which are now classed as primary schools, a large proportion of the pupils in secondary schools being in the primary stage of preparation. The inclusion for the first time in the returns of a very large number of unaided private schools prevents comparison with the numbers of preceding years; but excluding this class, the number of primary schools has apparently remained almost stationary, while the attendance of scholars has perceptibly increased. The total number of boys on the rolls of Government and aided elementary schools on the 31st March, 1885, was 184,014; to this must be added 47,806 boys receiving primary instruction in secondary schools. Taking boys of the school-going age to form 15 per cent. of the entire male population, it appears that 6·6 per cent. are receiving primary instruction at public or State-aided institutions. The proportion last year for schools of this class was 6·4. If the private schools be taken into account, the proportion of the juvenile male population under elementary instruction amounts to 8·2 per cent., while the total school population of every stage, primary and secondary, now comes to almost 10 per cent., a substantial increase on the figures cited in paragraph 6 of the review by the Government of the preceding year's report. The extent to which primary education has become popular and efficient in the different circles of these provinces has been very skilfully tested by you in an analysis of the statistics, and very fully discussed in the present report. The table on page 32 of your report, showing the proportion of scholars in primary schools to the male population gives a useful and convenient survey, on a large scale, of the general extent of primary education in the various districts of the provinces. The very populous districts of the Benares Division are evidently backward in respect to primary education, and in the Allahabad Division very little progress seems to have been made. In these Divisions and in Rohilkhand there is plenty of room for improvement in the organisation of the departmental work. The Lieutenant-Governor hopes that the remarks in the review of last year's report, pointing to the necessity for taking care that the recommendations of the Circle Inspectors receive systematic attention from the local authorities have not been overlooked in any Division; since it is clear that unless this is done, the work and efforts of the inspecting staff, however strenuous and well directed, may in a great measure remain fruitless. The superior results obtained in the Agra and Oudh Divisions reflect much credit on the Inspectors, Messrs. Lloyd and Nesfield, to whose systematic and organised methods of control and supervision this success is chiefly due. Your own observations on tour have confirmed the deductions drawn from the statistics, and your conclusions are thus summed up :—

General table V.

	1883-84.	1884-85.
Boys' schools ...	5 108	5,103
Scholars ...	180,098	184,014
Girls' schools ...	307	318
Scholars ...	8,418	8,929

"Oudh during the two years has increased both in number and the quality of the teaching.

Agra has not increased in numbers, but the quality of the teaching has improved, and is shown by the success in the middle examinations to be the most efficient.

In Allahabad, a slight improvement both in numbers and teaching is apparent.

Though Benares and Rohilkhand have improved their numbers, this has not been accompanied by any improvement in the standard of teaching, and is consequently of little value.

Meerut has no appreciable improvement either in its numbers or its teaching.

Briefly I should say that the Agra and Oudh Divisions have improved decidedly, Allahabad slightly, and Benares, Rohilkhand, and Meerut not at all."

17. Perhaps the most useful test of the efficiency of the primary schools is the proportion of pupils who reach the stage where their acquirements can be of some practical utility in after-life. As remarked by Mr. Nesfield in the 14th paragraph of his report, the training received in school, even in the lower stages, may be beneficial to the pupils; but in most cases a boy who leaves school without being able to read, write, and cypher with a fair amount of facility and satisfaction to himself might almost as well have never gone to school at all. The very large proportion of scholars in the most elementary classes of some schools raises an inference that very incomplete education of this kind is not wholly unknown, though the figures given in the foot-note on page 36 of the report afford reason for believing that the schools of the North-Western Provinces and Oudh can in this respect compare favourably with the schools of other provinces. In the case of primary schools, however, the annual examinations are less useful as a test, because they cannot generally be conducted under conditions which afford a complete and sufficient guarantee of their thorough and trustworthy nature. And it is clear that you are well aware of the inadvisability of accepting the passing of examinations, however conducted, as the sole test of the quality of teaching. In holding an examination constantly before the eyes of teachers and scholars there is risk that its proper function merely as a test of accurate study may be overlooked, and it may come to be regarded as a standard by which the general course, extent, and method of education are to be regulated. The remarks made by Mr. Nesfield at the end of paragraph 35 of his report illustrate this point. In short, in a country like India it is inevitable that a great deal of elementary teaching must be sown broadcast and more or less wasted upon children whose caste, circumstances, and necessities prevent them from turning to account or retaining what they may have learnt. The caste return of the successful candidates at the anglo-vernacular examinations shows a very great predominance of the castes that are literate or students by hereditary profession; while the peasantry at large can hardly be expected as yet to acquire more than the merest smattering of what is taught. Mr. Nesfield, in the 71st paragraph of his report, has given instances of the difficulties which prevent certain castes from making any use of their education without abandoning their hereditary occupation.

18. Of female education there is little to be said. The extent of the private teaching of girls, which no doubt prevails to some extent among the upper classes of native society, cannot be either accurately estimated or formulated in statistical tables; but it is abundantly clear that public instruction, even of the primary kind, has not yet reached the mass of the women of the province, and its progress must necessarily be very slow.

The number of girls receiving instruction still forms but an insignificant fraction of the juvenile population, and only a small proportion even of these reach the stage where education becomes of any practical advantage. The movement, to gain any real vitality, must receive its chief impulse from the active co-operation and support of the native community, and it is, therefore, peculiarly within the province of the local boards to whom so large a share in the control of primary education has now been entrusted by the Government. It is, indeed, open to question whether the Government ought to advance beyond a certain point in the endeavour to bring female education within the sphere of public instruction, unless the official overtures and exertions receive genuine encouragement from the influential members of the various sections of native society.

19. The secondary schools for girls are all under private management, and are attended almost exclusively by Europeans, Eurasians, and Native Christians. The higher education of native women has not yet been brought under supervision.

20. Preliminary examinations of European and Eurasian schools were held under the provincial grant-in-aid code. But as the code itself did not come into force till after the close of the year, its results will be dealt with in the report for 1885-86. It seems probable that the immediate application of the principles of the code would affect some schools so seriously, that the reduced grants would no longer suffice for their maintenance, and that it may be necessary for the first year to relax these conditions, and to grant certain schools a short time to adjust themselves to the new system before the rules are strictly enforced.

21. In appendix II is given an abstract of the reports of the various district boards. They contain information and suggestions of a useful and instructive character, but they do not indicate that non-official members of the boards generally have displayed any interest or taken any considerable part in promoting and encouraging education. What has been done has been done chiefly by the presidents of boards, their official subordinates, and the officers of the Educational Department. The Lieutenant-Governor and Chief Commissioner trusts that this subject, which has more than once been impressed on district boards, will receive the attention which it deserves.

22. The excellence of the work done by Messrs. Lloyd and Nesfield as Inspectors of Schools has been already noticed ; and the Lieutenant-Governor and Chief Commissioner desires to acknowledge the careful and complete review which you have in your report made of the department's working during the year. He is gratified to observe that during your short tenure of office you have successfully exerted yourself to obtain a thorough knowledge of, and comprehensive acquaintance with, the condition and needs of public instruction in all its branches ; and he anticipates much advantage to the department from your future administration, especially in regard to the points on which there is still much room for investigation and reform. He has no doubt that the analysis you have made of the year's statistics, and the defects and shortcomings you have indicated in the department's working, will be carefully

considered by the Inspectors of circles and other officers of the department.

23. In conclusion, the Lieutenant-Governor and Chief Commissioner has to record his extreme regret at the death, in the month of June last, of Mr. A. S. Harrison, Principal of the Muir Central College, whose high character, long experience, and kindly disposition were very widely appreciated, and whose services in the advancement of high education were of the greatest value to the Government of these provinces.

I have the honor to be,

SIR,

Your most obedient servant.

J. R. REID,

Chief Secy. to Govt., N.-W. P. and Oudh.

GENERAL REPORT

ON

PUBLIC INSTRUCTION

IN THE

NORTH-WESTERN PROVINCES AND OUDH

FOR THE YEAR 1885 86.

ALLAHABAD:
NORTH-WESTERN PROVINCES AND OUDH GOVERNMENT PRESS.
1886.

ERRATA.

Page.	Para.	Detail.
13	43	Aided College No. 3— *Read* " Muhammadan Anglo-*Oriental* College, Aligarh," *For* " ditto ditto-*Vernacular* ditto."
19	60	In the foot-note— *Read* " 1885 " *for* " 1588."
24	77	Statement of Aided High Schools—

Column No.	Name of School.		Incorrect figures.	Correct. figures.
9	Raja ka Bazar	...	50	64
12	Mission, Meerut	...	18	50
9	Ditto, Mainpuri	...	18	40
9	Lyall, Gonda	...	9	12

27	89	Towards the end— *For* " High *School* " *read* " high *classes.*"
28	91	Statement of results of Public Examination— Under head " Middle," column " Candidates "— Opposite to " High, Mission," *read* " 302 " *for* " 309." Opposite to " High, Other Aided, *read* " 104 " *for* " 107." Under head " Entrance," column " Candidates "— Opposite to " High, Mission," *read* " 136 " *for* " 143."
28	92	In last line of the statement— *Read*. " Aided Collegiate *Schools* " *for* " Aided Collegiate *School.*"
46	...	Heading of Section VII, *for* " Educations" *read* " Education."
68	Appendix No. VIII.	Under head " Class I "— Opposite to " Total " (Meerut Division), *read* " 108 " *for* " 103."
71	Appendix No. IX.	In seventh heading of table— *For* " Mathematics " *substitute* " Arithmetic."
71	Ditto ...	Under head " Latin," column " E "— Opposite to " Diocesan Girls' School, Naini Tal," *read* " 0 " *for* " 5." Opposite to " Girls' School, Wellesley, Naini Tal," *read* " 5 " *for* " 0."
73	Ditto ...	In fifth heading of Table, *read* " *in* average " *for* " *on* average."
73	Ditto ...	Column 5, (Incidence per scholar)— Opposite to " Grand Total (Boys and Girls)," *read* " 34·5 " *for* " 345."
93	General Table VII of 1886.	Column 12, opposite to " Training Schools for Masters" *read* " 44,506 " *for* " 45,506."
101	General Table III of 1885.	Column 2, opposite to " Total " (Arts Colleges), *read* " 3 " *for* " 0."
103	Ditto ...	Column 27b, opposite to " Secondary Schools, for Boys, English," *read* " 855 " *for* " 885."

E. WHITE, C.S.,

Dir. of Pub. Instn., N.-W. P. and Oudh

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GENERAL REPORT

ON

PUBLIC INSTRUCTION IN THE N.-W. P. AND OUDH

For the Academic year 1885-1886.

From—The Director of Public Instruction, N.-W. P. and Oudh,
To—The Secretary to Government, N.-W. P. and Oudh.

SIR,—I have the honor to forward the following report upon the working of this Department during the year 1885-86.

SECTION I.—GENERAL AND STATISTICAL SUMMARY.

1. The statistics embodied in the general tables prescribed by the Government of India show the state of education in these provinces on the 31st of March, 1886, and the abstracts, except when it is otherwise stated, have been compiled from the same data. But as the school year of this Department now closes with the completion of the annual university and departmental examinations in June, the present report should be considered as relating to the academic year ending with June, 1886.

2. The total expenditure, *direct* and *indirect*, upon education is returned as Rs. 29,17,186, against Rs. 27,92,605 last year. The details of the *indirect* expenditure are given in General Table IV, and explanations of the statistics of last two years will be found prefixed to the tables. In the abstracts of this report only the *direct* expenditure upon the *public* schools and colleges is shown. In the following statement relating to *public schools* the general statistics of the year are shown and compared with those for the preceding year :—

Class of institution.	Year.	Number of institutions.	Number of scholars (average attendance).	Expenditure. From public revenues.	From municipal revenues.	Fees.	Endowments, &c.	Total.
Boys				Rs.	Rs.	Rs.	Rs.	Rs.
For university education ...	1885	17	1,641	1,36,890	5,138	17,352	78,897	2,38,277
	1886	17	1,084	1,17,840	5,058	18,399	70,440	2,11,737
„ secondary „ ..	1885	566	61,473	4,57,693	33,677	1,40,753	1,86,166	8,18,289
	1886	587	61,360	4,59,663	35,322	1,55,587	2,11,105	8,61,677
„ primary† „ ...	1885	5,139	185,396	5,19,077	24,901	15,674	42,475	6,02,127
	1886	5,054	176,258	5,06,558	24,470	8,909	30,057	5,69,994
Total ...	1885	5,722	247,910	11,13,660	63,716	1,73,779	3,07,538	16,58,693
	1886	5,658	238,702	10,84,061	64,850	1,82,895	3,11,602	16,43,408
Girls.								
University education ...	1885	...	...	...	...	...	...	...
	1886	1	3	...	...	192	1,380	1,572
„ secondary education ...	1885	16	1,354	34,896	510	50,468	71,121	1,56,995
	1886	22	1,688	38,199	240	64,729	82,604	1,85,772
„ primary „ ..	1885	326	9,155	40,193	2,125	7,503	41,981	91,802
	1886	351	9,273	43,143	2,737	3,127	47,278	96,285
* Total ...	1885	342	10,509	75,089	2,635	57,971	1,13,102	2 48,797
	1886	374	10,964	81,342	2,977	68,048	1,31,262	2,83,629
Total boys and girls ...	1885	6,064	258,419	11,88,749	66,351	2,31,750	4,20,640	19,67,490
	1886	6,032	249,666	11,65,403	67,827	2,50,943	4,42,864	19,27,037
Schools for special instruction	1885	27	1,438	52,883	...	2,095	5,562	60,540
	1886	35	1,526	53,321	60	2,633	33,50	59,364
GRAND TOTAL ...	1885	6,091	259,857	12,41,632	66,351	2,33,845	4,26,202	19,68,030
	1886	6,067	251,192	12,18,724	67,887	2,53,576	4,46,214	19,86,401

* Not including Roorkee College, the annual report of which is submitted to Government separately. In the general tables however, which give for the use of the Government of India the whole statistics of the education of the province, those relating to Roorkee College are included. The statistics of the Agra Medical School are also included in those tables, but not in this abstract.

† Regarding the statistics of primary schools for 1885, see para. 10 below.

3. The total direct expenditure from all sources on public instruction amounted to Rs. 19,86,401, of which Rs. 12,18,724 was derived from the public revenues, Rs. 67,887 from municipal funds, and the rest from fees, endowments, &c. The following is a comparison of the proportions in which the expenditure was met from these several sources during the year under report and the preceding year :—

	1886.	1885.
From public funds	61	64
" municipal funds	4	3
" fees	13	12
" endowment, &c.	22	21
	100	100

The proportions are thus much the same as last year, but there has been, on the whole, a slight decrease in the proportion contributed by the State.

The total (direct) expenditure has risen from Rs. 19,68,030 to Rs. 19,86 401, an increase of only Rs. 18,371, or less than *one* per cent. The expenditure, then, during the last two years has been practically stationary. Taking each of the sidings separately, we find a decrease of expenditure under the head of collegiate education of boys amounting to Rs. 26,540. This is not, however, due to any special restriction of expenditure, but from the fact that the principalships of the two chief colleges were vacant during the year, and hence the salaries debited were much reduced. A reduction has been also made by the transfer to the school departments of colleges of certain charges which had been wrongly debited to the college departments.

4. In comparing the figures for school education of the two years, it should be noted that much of the variation is due to difference of distribution. A school is classed as a secondary institution if there are any scholars above the primary stage, and consequently many schools which were last year in the primary group now fall into the secondary group, because they were found teaching one or more scholars in the secondary stage. The distinction between the two classes of schools as far as expenditure is concerned is quite artificial, for the majority of our so-called secondary schools, the vernacular middle schools, are really primary schools with a few boys in the middle stage, and a very great proportion of the expenditure thus debited to secondary education should be charged to primary education. The relative expenditure will, therefore, be better shown by taking these two sidings together. The following are, then, the combined figures for boys' schools of both classes :—

Year.	No of boys' schools.	No. of scholars.	*Expenditure.*				
			From public revenues.	From municipal revenues	From fees.	From endowments, &c.	Total.
			Rs.	Rs.	Rs.	Rs.	Rs.
1885	5,705	246,869	9,76,770	58,578	1,56,427	2,28,641	14,20,416
1886	5,641	237,618	9,66,221	59,792	1 64,496	2,41,162	14,31,671

The total expenditure on schools shows an increase of only Rs. 11,255 on Rs. 14,31,671, and this increase has been met entirely from the enhanced fee income, additional allotments from missionary societies' subscriptions and other private sources. The cost to the State has been reduced by Rs. 10,549, a result mainly due to the increase of Rs. 8,069 in the fee income.

5. Taking the two classes of girls' schools together, we find the expenditure this year to be Rs. 2,82,057, against Rs. 2,48,797 last year, an increase of Rs. 33,260, of which Rs. 6,253 was contributed by the State. Rs. 2,400 of this sum is, however, due to the transfer of a grant hitherto debited to *special schools.* (Para. 123.)

6. As a whole, the expenditure on schools for both sexes has increased by Rs. 19,547, but the amount which is shown as a State charge, *i. e.*, the balance after fees and other receipts have been credited, is shown as Rs. 11,65,403, against Rs. 11,88,749 last year, a decrease of Rs. 23,346, equal to a decrease of about 2 per cent. This decrease in State expenditure is almost entirely due to the enhanced fee receipts, which have increased by Rs. 19,193. The following abstract shows the proportions of the expenditure on each class of institution for boys which is met by the State :—

In colleges	55 per cent.
In secondary schools	53 "
In primary "	89 "

The last class includes the village schools, which are managed by the District Boards and in which but very few fees are levied.

7. The number of institutions teaching students for the university course remains the same as last year, and the increase in the number of students is merely nominal. There is a slight decrease in the number of the institutions for boys, which is due to the reduction of schools by the District Boards in cases where the income was found insufficient to maintain in an efficient state so many schools as had been originally started. The reduction in the number of the scholars is due to the greater strictness with which the registers have been checked, and the consequent decrease of nominal attendance in village schools and to sickness in many districts of the Meerut and Agra Divisions. The number of the scholars in the girls' schools has remained almost stationary. With regard to the attendance in the secondary schools, it should be mentioned that they are now attended by as many scholars as can find accommodation in them, and there can be but little increased attendance until more school places are provided.

8. *Comparative statement of expenditure on instruction in institutions connected with the Department.*

Class of institutions	1884-85.			1885-86.			Percentage of State expenditure of each class of institutions.		Cost of educating each pupil.			
									Total cost.		Cost to Government.	
	State.	Other sources.	Total.	State.	Other sources.	Total.	1884-85	1885-86.	1884-85.	1885-86.	1884-85	1885-83.
Government.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Colleges ...	1,00,785	13,147	1,13,932	84,772	8,616	93,388	8·14	7·0	195 4	149·2	172·8	135·4
Secondary ...	3,22,653	87,336	4,09,989	3,21,095	90,876	4,11,971	26·07	26 50	9·5	9·2	7·5	7·2
Primary ...	5,11,375	29,902	5,41,277	5,05,935	26,024	5,33,959	41·31	41·75	3·1	3 1	2·9	2 9
Special ...	45,545	172	45,717	44,596	48	44,644	3·67	3 68	118·7	118 7	118·3	118·6
Aided.												
Colleges ...	35,705	70,355	1,06,060	33,068	66,844	99,912	2·86	2·72	274 7	247·1	92 5	80 4
Secondary ...	1,69,936	3,71,395	5,41,331	1,76,767	4,29,366	6,06,133	13·73	14·29	37·3	37·0	11·7	10 8
Primary ...	47,895	93,196	1,41,091	43,766	80,858	1,24,624	3·87	3·61	12·6	12 1	4 2	4 2
Special ...	4,060	6,550	10,630	1,680	3,524	5,204	·33	14	36·1	18·8	13·9	6·1
Total ...	12,37,974	6,72,053	19,10,027	12,11,679	7,07,056	19,18,735	100	100	7·8	7·8	5·1	4·9

The above figures refer only to departmental institutions and to institutions aided and inspected by the Department.

It will be seen that the distribution of State aid among the various classes of institution was much the same as last year. Of the total State expenditure 79 per cent goes to Government institutions, that is, to institutions under this Department or the District Boards, and the remaining 21 per cent is allowed to aided institutions. But of this 79 per cent., expended on State schools, no less than 42 per cent goes to the primary or village schools under the District Boards, the chief elementary schools for the people. The total expenditure on the institutions under the management and inspection of this Department has increased from Rs. 19,10,027 to Rs. 19,18,735, but the whole of this increase has been met from private sources, the State expenditure having diminished. The cost per scholar in the Government colleges has been reduced from Rs. 195 to Rs. 149, and in the aided colleges from Rs. 275 to Rs. 243. Under the other heads the average cost has remained stationary, except in the case of the aided schools, special, a circumstance explained in Section V.

9. The survey of the year's operations shows, on the whole, progress to have been made in all three branches of education—collegiate, secondary and primary—without any additional charge to the State.

10. *Note.*—It should be noticed here that by an error of classification a large number of primary *private* schools under *private* management were last year included in Forms 7 and 9—forms intended to apply exclusively to *public* schools under *private* management. In many of the divisional compilations the fact was overlooked that the statistics of these 10 Forms* refer exclusively to public schools, that is, to schools in which the course of study is in conformity with the standards prescribed by the Department or the university, and which are under departmental inspection or present pupils to the departmental or university examination. The real character of the schools which had thus been wrongly included in departmental Forms Nos. 7 and 9 was not discovered until too late to make the corrections in the last year's report, and the figures therefore for unaided primary schools given in the General Tables, and in the abstracts in pages 3 and 4 of that report, are incorrect. The following comparative statement gives the corrected figures for the year 1885, and Tables I to V for last year, in which the totals were affected, are reprinted at the end of the report. Except for the unaided primary schools, and the totals in which these were included, the figures are the same as those given last year. The differences between the statistics of the two years are explained at the end of the several sections to which they relate :—

* These 10 Forms are not printed this year.

Comparative statement of education for the two years ending March, 1885 *and* 1886 *respectively.*

Class of institutions.		Number of institutions.	Number of scholars.	Expenditure. Public revenues.	Municipal revenues.	Fees.	Subscriptions.	Endowments, &c.	Total
				INSTITUTIONS FOR MALES.					
Government.		Rs.	Rs.	Rs.	Rs	Rs.	Rs.	Rs.	Rs
Colleges	1885	4	583	1,00 785	...	7,702	...	5,445	1,13,932
	1886	4	626	84,772	...	7,403	..	1,213	93,388
Secondary	1885	475	42,950	3,22,653	17,783	58,375	4,244	6,934	4,09,989
	1886	477	44,762	3,21,095	17,585	62,209	2,912	7,870	4,11,971
Primary	1885	4,988	1,68,669	4,94,860	21,407	4 453	1,580	1,130	5,23,430
	1886	4,915	1,69,687	4 89,288	19,074	3,739	1,504	1,101	5,14,706
Special	1885	21	956	48,639	...	947	...	142	49,728
	1886	29	1,245	51,521	...	2,486	...	15	54,022
Aided.									
Colleges	1885	8	386	35,705	5,061	8,276	2 733	54,185	1,06 060
	1886	7	411	33,068	5,058	9 494	2,715	49,577	99,912
Secondary	1885	76	13,265	1,35,040	15,894	80,037	26 780	1,27,925	3,85 736
	1886	92	14 739	1,38,568	17,437	89,610	30,461	1,45 785	4,21,861
Primary	1885	115	6,409	24,217	3,494	10,864	13,022	18 016	69,613
	1886	93	4,934	17,270	5,396	4,749	9,747	10,056	47 218
Special	1885	2	63	1,200	...	...	...	1,818	3,018
	1886	3	157	1,200	60	147	384	2,093	3,884
Total	1885	5 689	2,33 281	11,63,099	63,639	1,70,754	48,359	2,15,655	16,61,506
	1886	5,620	2,36,591	11,36,782	64,910	1,79,837	47,723	2,17,710	16 46,962
Unaided.									
Colleges	1885	5	48	*400	77	1,274	22	16,512	18,285
	1886	6	47	...	...	1,502	9,506	7 429	18,437
Secondary	1885	15	1,959	...	...	2,341	4,328	15,895	22,564
	1886	18	1,859	...	...	3,768	5,373	18,704	27,845
Primary	1885	36	1,311	...	...	357	3,705	5,022	9,084
	1886	46	1,607	...	...	421	2,922	4,727	8,070
Indigenous	1885	6,652	78,049	...	...	...	...	...	...
	1886	7,114	77,574	...	...	...	...	...	...
GRAND TOTAL	1885	12,397	3,14 648	11,63,499	63,716	1,74,726	56,414	2,53,084	17,11,439
	1886	12,806	3,17,678	11,36,782	64,910	1,85,528	65,524	2,48,570	17,01,314
				INSTITUTIONS FOR FEMALES					
Government.									
Primary	1885	169	3,842	16,515	1,032	...	232	48	17,847
	1886	170	3,761	16 647	1,247	...	252	7	18,153
Special	1885	2	5	164	...	...	...	18	182
	1886	2	4	120	...	...	...	18	138
Aided.									
Secondary	1885	15	1,248	34,896	510	50,468	2 312	67,409	1,55,595
	1886	19	1 620	38 199	240	64,729	5,225	75 879	1,84,272
Primary	1885	149	4,800	23,678	1,093	7,503	6,644	32,560	71,478
	1886	173	5 318	26,496	1,490	8,125	16,522	29,773	77,406
Special	1885	2	231	2,885	...	1,148	1 920	1 664	7,612
	1886	1	120	480	...	...	...	840	1,320
Total	1885	367	10,126	78,133	2 635	59,119	11 128	1,01,699	2 52,714
	1886	365	10,823	81,942	2,977	67,854	21,999	1,06,517	2,81,289
Unaided									
Colleges	1885	...	...	...	...	...	...	...	...
	1886	1	3	...	...	192	...	1,380	1,572
Secondary	1885	1	64	...	...	...	1 400	...	1,400
	1886	2	68	...	...	...	...	1,500	1,500
Primary	1885	8	213	...	...	...	1,824	653	2,477
	1886	5	194	...	...	...	...	724	724
Indigenous	1885	57	1,256	...	...	...	...	...	...
	1886	118	1,288	...	...	...	...	...	...
GRAND TOTAL	1885	403	11,659	78 133	2,635	59,119	14,352	1,02,752	2,56,591
	1886	495	12,376	81,942	2,977	68,048	21,999	1,16,121	2,85,087

* This is a portion of a grant to the school department which the managers credited to the college.

[NOTE.—Roorkee College and Agra Medical School are not taken into account in the above statement.]

SECTION II.—CONTROLLING AGENCIES.

11. The most important change which occurred during the year was in the Principalship of the Muir College, which was left vacant by the much-lamented death in June, 1885 of its first Principal, Mr. A. S. Harrison. Pandit Lakshmi Sankar, Professor of Physical Science at the Benares College, relieved Mr. Deighton of the charge of the inspection in the Benares Division in April, 1885, the latter officer succeeding Rae Durga Prasad as Inspector of the Rohilkhand Division. Rae Durga Prasad retired on pension after long and creditable service in the Department.

12. The management of the public vernacular middle and primary schools remained under the District Boards. The following is a general statement for these schools, the figures of which are almost identical with those of last year :—

Schools under the management of the Boards.

	Number of schools.	Number of scholars.	Public revenue expenditure.
			Rs.
Town and tahsili schools (secondary vernacular for boys).	429	36,672	1 40,(54
Village schools (primary schools for boys) ...	4,787	1,65,187	4 86,897
Girls' schools	160	3,5[illegible]5	16,467
Total ...	5,376	2 05,394	6,43,418

The strict enforcement of an educational qualification as a preliminary to Government and professional employment has given many of the non-official members of the Boards a practical interest in the efficiency of the *tahsili* and *town* schools, where their sons and connections are prepared for the middle examination. Among many of the residents of the villages there is found a keen interest in the welfare of the *village* school, and the few members of the Boards who happen to reside in the villages where these schools are located often give the Deputy Inspectors much assistance. But those members of the Boards who are not connected with the schools by such practical and local interests can be with difficulty induced to give aid in rendering them more efficient, and it is no doubt premature to expect them to act under the impulse of a general desire to spread elementary education among the *people*. The facts, as I have ascertained them during my tours, point to the need of working in the direction of village school boards, constituted of the persons whose relatives attend the schools. One main difficulty against this is, however, the general existence of village feuds and jealousies to which the school might be speedily sacrificed.

13. By Government Resolution No. $\frac{1824}{IX-18}$ of 3rd August, 1885, the financial control of the zila schools was transferred from the District Board to this Department. As by a former Resolution these schools had been placed entirely under the management of this Department, the above Resolution merely completed an already existing arrangement.

SECTION III.—UNIVERSITY EDUCATION.

English Arts Colleges.

14. The colleges affiliated to the university are the same as last year,—*viz.*, the Government colleges at Allahabad and Benares and the three aided colleges at Agra, Aligarh, and Lucknow. There has been an addition of two to the six high schools in which college classes are maintained ; the Almora High School has assumed the name of the Ramsay College and added a First Arts class to its curriculum, and the Girls' High School, Allahabad, taught two of its scholars up to the same standard.

15. The Muir College sustained a great loss by the death of the Principal, Mr. A. S. Harrison, under whose management the college had been uninterruptedly from the date of its establishment in July, 1872. He died on the 22nd of June, during the long vacation. In Mr. Harrison the Education Department lost a most zealous and capable officer, and the college a Principal who from the day it was established had exercised a paternal care over the students. During the past term Mr. Wright, the Professor of English Literature, discharged the duties of Principal, performing with success the arduous task entrusted to him.

16. On the 8th of April the new building for the Muir Central College at Allahabad was opened by Lord Dufferin, Viceroy of India, and the college is now at length located in a suitable edifice. The time occupied in completing the edifice has exceeded twelve years, counting from the date on which the foundation-stone was laid

by Lord Northbrook (9th December, 1873). The expenditure connected with the building amounted to Rs. 8,89,627, of which Rs. 1,50,000 was contributed by private subscribers.

17. The following statement shows the distribution of the undergraduates on the 31st March :—

Students at Arts Colleges.

	1884.	1885.
Muir College (Principal, Mr. Wright)	115	111
Canning College (Principal, Mr. J. Gall)	85	90
Agra College (Principal, Mr A. Thomson)	72	43
Benares College (Principal, Dr Thibaut)	60	42
Aligarh College (Principal, Mr. T. Beck)	49	39
Total students	381	325

Students in College departments of High Schools.

London Mission College, Benares	15	16
Bareilly College	22	13
Fyzabad College	11	12
St George's College, Mussoorie	1	9
St. John's College, Agra	9	8
St. Peter's College, Agra	2	0
Ramsay College, Almora	5	0
Girls' High School, Allahabad*	2	0
Total students	67	58
GRAND TOTAL	448	383

Thus of the 448 students on the rolls, 381 were in the five colleges and 67 in the college departments of high schools. The number of students has increased from 383 to 448, an increase of 17 per cent. The Muir and Canning Colleges have remained nearly stationary, while the increase in the numbers of the Agra and Benares Colleges is equal to 67 and 42 per cent. respectively. The increase in the college classes attached to the Bareilly High School is worthy of note. Arrangements have been made in this school to carry on the tuition to the stage of graduation.

18. No Government aid is given to the college departments of the eight high schools, except to that of Bareilly. The F. A. classes at the Fyzabad Zila School are taught by the high school staff as additional work. In the following statement is detailed the direct expenditure on the Bareilly College classes and the five colleges :—

EXPENDITURE ON COLLEGE EDUCATION.

ARTS COLLEGES.

Name of college.		From public funds.	Municipal funds.	Fees.	Endowments and other sources.	Total.	Average attendance.	Incidence per student.
		Rs.	Rs.	Rs.	Rs.	Rs.		Rs.
Government	Muir	47 751	...	5,365	...	53,116	121	439
	Benares	20,592	...	1,903	979	23,474	54	435
Aided	Canning	15 586	..	2,089	18,244	35,919	88	408
	Agra	5,800	4,000	1,689	17,331	28,820	65	443
	Aligarh	6,000	1,058	1,776	9,915	18,749	42	446
	Bareilly	1,800	...	466	1,215	3,481	21	166
Total		97,529	5,058	13,288	47,684	1,63,559	391	418

The cost of the Bareilly classes cannot be fairly compared with that of the other classes, because the staff was arranged to teach merely up to the F. A. standard. In the other five colleges it will be seen that there is a striking similarity in the average cost of the education. The highest incidence is found at Aligarh, where the annual cost is Rs. 446, and the lowest occurs in the Canning College, where the incidence was Rs. 408. It should be noted, however, that the Muir, Benares, and Canning Colleges were all working with staffs reduced by accidental occurrences: the Muir College had throughout the year no graded officer in the place of the late Principal; the Principal of the Canning College was absent on furlough; and the Professor of

*The Girls' High School, Allahabad, is affiliated to the Calcutta University up to the F. A. standard.

Two students passed the F. A. examination this year.

English Literature at Benares was drawing only half the salary, the permanent incumbent of the office being absent on furlough. Thus the average cost in the case of all three colleges is below the normal amount.

19. Taking the whole group of six institutions, the average cost per student in average attendance was nearly Rs. 35 a month. The high incidence is mainly due to the small number of students in each of the institutions. It can, I think, safely be said that the combined staffs of the Canning and Muir Colleges would be sufficient for the whole of the students in the six institutions, when the average annual cost of the education of a student would have been Rs. 228, or Rs. 19 a month. No great reduction in the cost of college education can be expected until the number of the students increases very considerably, for no concentration of the colleges can be effected.

20. Next with regard to the sources whence the expenditure was derived :—

	Absolute amount. Rs.	*Percentage of total.* Rs.
Public funds	97,529	60
Municipal funds	5,058	3
Fees	13,288	8
Endowments	47,684	29
Total ...	1,63,559	100

The main burden, therefore, fell on the public funds, and the students themselves contributed 8 per cent. towards their education. In the Muir College the Government paid 90 per cent. of the expenditure, in the Benares College 88 per cent., in the Canning College 43 per cent., in the Aligarh College 32 per cent., and in the Agra College 20 per cent. The small proportion of the expenditure from public funds on the Agra College is specially worthy of note : it is due to a large endowment.

21. The remaining point of interest in connection with the relative cost of education in the five colleges is the amount contributed in fees. The following shows the average annual rate of fees paid in each college :—

	Rs.
Muir College	44
Benares "	35
Canning "	23
Agra "	26
Aligarh "	42

The institutions at Agra and Lucknow are still remarkable for low rates of fees, but in the latter they have been enhanced recently, and a fair fee income may now be anticipated. In the Agra College alone the low rates still prevail.

22. In April, 1883, the Government college at Agra was transferred to a committee of management, and we have now the results of the third year under the new conditions. It will be convenient here to show the financial result of the change. The institution consists of two departments, the college and the school, which are somewhat artificially separated in the statistics of this Department, and in order to ascertain the financial position it will be necessary to treat it as a whole. For comparison with the results of the present year I will take the figures for the year ending with March, 1882, that is, for the year preceding that in which the arrangement for the transfer of the college from Government was made. The following shows the direct expenditure for each of the years under the usual heads :—

Comparative statement of expenditure on the Agra College.

	Year ending with March, 1882. Rs.	1886. Rs.
From provincial funds	20,799	10 800
" endowments	24,704	22,630
" fees	1,788	5,158
" municipal funds	...	8,000
Total ...	47,291	46,588

Thus the expenditure from public funds has been reduced, from Rs. 20,799 to Rs. 10,800, by more than half; while, moreover, the total expenditure was nearly the same, the number of the students in the college department has increased from 29 to 65. Of the sum of Rs. 9,999 which was saved to public funds, Rs. 8,000 was borne by the municipality. The fee income is inadequate, and I have no doubt that the rates of fees now levied in the Allahabad College could be levied from the students in the Agra College, *viz.*, Rs. 3 for students below the F. A. standard and Rs. 5 from those above. Similarly, recent experience has proved conclusively that the fee, Rs. 2 for scholars in the high stage and Re. 1 for scholars in the middle stage, could be paid by pupils in the school department. At these rates the fee income would have been considerably enhanced and a further reduction in the amount of the contribution from public funds might have been made. During the five years preceding the transfer the cost of the college to Government amounted to an average

of Rs. 25,700 paid through the Principal, in addition to Rs 1,200, the allowance to the Civil Surgeon for attending the boarders, and Rs 2,000 for annual repairs. Thus the average annual charge to provincial funds amounted to Rs. 28,900,* against Rs. 10,800, the present charge. The change, therefore, has undoubtedly been attended with considerable reduction in the expenditure charged to provincial funds.

The University Examinations.

23. The results of the M. A. examinations held in December were not satisfactory. The Muir College sent up six candidates, of whom one only succeeded in passing. English was the special subject selected by each of these candidates.

The Canning College was relatively more successful, passing one out of the two candidates who went up.

The Principal of the Muir College reports that the M. A. class consisted of young men, none of whom, except the one who passed, had shown any marked ability at the B. A. examination.

24. The following table gives the results of the university examination as affecting the five colleges :—

Results of examinations of April, 1886.

College.	First Arts.			Bachelor of Arts.		
	Number in class.	Number passed.	Number in class to 1 pass.	Number in class.	Number passed	Number in class to 1 pass.
Muir	†42	26	1·6	23	15	1·5
Benares	13	4	3·2	14	8	1·8
Agra	19	9	2·1	7	6	1·1
Aligarh	15	9	1·6	8	2	4·0
Canning	32	18	1·8	25	15	1·6
Total ...	121	66	1·8	77	46	1·6

The Muir and Canning Colleges each succeeded in passing 15 bachelors, but the former was slightly more fortunate than the latter, obtaining 15 passes out of 23, while the latter obtained the same number out of 25 candidates. From the Benares College eight students took their degrees, a larger number than in any previous year. The Agra College was again successful, passing six out of its seven candidates—a higher proportion than passed from any other college in the province. The results in the Aligarh College were very unsatisfactory—out of eight candidates only two graduated.

25. At the First Arts examination the Muir College was most successful, passing 26 out of 42 candidates. The Benares College failed conspicuously, passing only four candidates out of 13.

26. The placing of the successful candidates from the several colleges may be gathered from the following statement :—

Calcutta University Examination, 1886.

College.	F. A. examination.			B. A. examination.	
	1st division	2nd division	3rd division	Passes	Honours
Muir	3	4	19	4	‡11
Benares	...	1	8	6	2
Agra	...	4	5	1	§5
Aligarh	...	4	5	2	...
Canning	...	3	15	11	4
Total ...	3	16	47	24	22

Of the six Agra students five graduated with honours, and of the Muir College students 11 out of 15—results highly creditable to the colleges. The only students

* The figures given for the five years' average are based on a note furnished by the Principal, Mr Thomson.

† Two girls from the Girls' High School attended Mr Hill's lectures on Physical Science at the Muir College and passed the F. A. examination, one in the first and the other in the second division.

‡ Three students took honours in two subjects.

§ One student took honours in two subjects.

passed in the 1st division at the First Arts examination were three from the Muir College.

27. Comparing the results of the present with the previous year, I find that the number of candidates for graduation has increased from 47 to 77, and the number of those upon whom degrees were conferred from 37 to 46. There was thus a considerable increase in the number of graduations, while the proportion of success fell but very slightly. The number of candidates at the F. A. examination increased from 104 to 121, but the number of passes was the same as last year.

28. Taking the figures for the whole university, I find there were 869 candidates for the bachelor's degree, of whom 470, or 54 per cent., passed. In our colleges, the percentage of the passes was was 59·7, well above the average. I find that from the colleges at Patna, Hughli, Dacca, and Rajshaye 133 candidates entered for the examination, of whom 68, or only 51·1 per cent, passed. The general result of the examination of our students has thus been satisfactory.

29. Taking the numbers of the students enrolled and the results of the examinations as showing the relative position held by the five colleges, we have the following table, in which the quality of the passes is measured by the number of the students who took honours or were placed in the 1st division :—

Order of merit.	*Position according to*				
	Numbers enrolled	Proportion of passes in F. A.	Proportion of passes in B. A.	Quality of passes in F. A.	Quality of passes in B. A.
1	Muir ...	Muir ...	Agra ...	Muir ...	Agra.
2	Canning ...	Aligarh ...	Muir ...	Agra } ...	Muir.
3	Agra ...	Canning ...	Canning ...	Aligarh } ...	Canning.
4	Benares ...	Agra ...	Benares ...	Benares ...	Benares.
5	Aligarh ...	Benares ...	Aligarh ...	Canning ...	Aligarh.

The results may be summed up numerically, as in section 17 of the report of last year, with the following result, with which that of last year may be compared :—

	1886.	1885.
Muir College obtains	23	19
Agra " "	19	21
Canning " "	14	16
Aligarh " "	11	10
Benares " "	9	9

The order of merit on the results of the examinations is almost identical in each year, the first place, however, being now occupied by the Muir College instead of Agra. The inferiority of the results in the institutions at Aligarh and Benares is as striking this year as it was last.

Note.—In the abstract in section 16 of the annual report of last year, the figures under the heading *Number in the class* were given incorrectly for the Agra College owing to a misunderstanding of the Principal as to the statistics required. The numbers in the F. A and B A classes respectively should have been 17 and 5, and the proportion of passes consequently was more favourable in Agra than in any of the other colleges. Hence in the table in section 17 the Agra College should have taken the first rank in three columns, and the correct relative position of the five colleges last year is that given above and not that in last report.

30. *Statement of scholarships held in colleges.*

College.	*F. A. classes.*			*B. A. classes.*			*M. A. class.*			*Amount and source of expenditure.*		
	Number in class.	Scholarships		Number in class.	Scholarships.		Number in class	Scholarships		Provincial.	Endowments, &c.	Total.
		Number	P. C.		Number.	P. C.		Number	P. C.			
										Rs.	Rs.	Rs.
Muir	71	28	39	36	19	53	8	7	87	3,894	2,639	6,533
Canning	44	12	27	41	16	39	...	...	...	764	1,49	2,254
Agra	44	15	34	25	17	68	3	3	100	340	2,515	2,855
Aligarh	32	26	81	15	15	100	2	1	50	96	5,560	5,656
Benares	37	8	21	20	6	30	3	.	...	228	933	1,161
Total ...	228	89	39	137	73	53	16	11	69	5,322	13,137	18,459

Thus 39 per cent. of the students in the first part of the university course held scholarships, and in the second period the proportion rose to 53 per cent. In the Aligarh College 6 only out of 32 students in the F. A classes joined without scholarships. The smallest proportion of scholarships in this stage is found in the Benares College Not a single student appears in the Aligarh College as studying for his degree without a scholarship, and while Agra College was able to provide scholarships for 68 per cent. of its students, in Benares College the proportion was only 30 per cent. Only 5 scholars appear as studying for the M.A. degree without the encouragement of a scholarship. The following are the numbers of the self-supporting students in each of the colleges :—

Muir	61
Canning	57
Agra	37
Aligarh	7
Benares	46

There were in all 173 scholarship-holders to 208 self-supporting students. The above figures show that we have not yet succeeded in inducing any large number of students to attend our colleges without the aid of a scholarship.

The most richly-endowed colleges are those at Aligarh and Allahabad, while that at Benares is shown to be the poorest.

31. There remains to note the relative success of our colleges in the two branches of the university course, *viz.*, the A. or Literature course and the B. or Science course. In the former 65 of our students entered, of whom 49, or 75 per cent., were successful ; in the Science course only 12 candidates appeared, of whom 8, or 66 per cent., passed. The success in both instances is well above the average of the results of the year for the whole university : in the A. course, out of 657 candidates, 393, or 59 per cent., passed, and in the B. course only 77, or 36 per cent., out of 212 were successful. As the main influence which determines a student in selecting the course of study is the probability of succeeding in taking his degree, it is not surprising that the great majority of undergraduates should select the Literature course.

In the following abstract are given the details for the two branches, with specification of the subjects in which the candidates failed ;—

A. Course.

College.	Candidates.	Passes.	Honours.	Subjects of failure.
Muir ...	15	2	8	Two English, two Philosophy, one Persian, and one sick or absent.
Canning ...	23	14	4	Philosophy, English, 2nd language, and total.
Benares ...	12	6	2	Two English, one Philosophy, one History, two Mathematics, and two aggregate.
Agra ...	7	6	5	Mathematics.
Aligarh ...	8	2	...	Two English, five Philosophy, and one in Mathematics.
Total ...	65	30	19	

B. Course.

Muir ...	8	2	3	One English, three Mathematics, and two in Physical Science.
Canning ...	2	1	...	Mathematics and Physics.
Benares ...	2	2	...	
Agra ...	...	...	...	
Aligarh ...	...	...	...	
Total ...	12	5	3	

High Schools with College Classes.

32. In para. 17 above are shown the 8 schools to which college classes were attached. The number of students in these institutions increased from 58 to 67.

The following abstract will show the work of the year as tested by the University examinations :—

School.	No. on rolls on 31st March.			F. A. examination.		B.A. examination.		No. of scholarships.	Remarks.
	F. A. classes.	B. A. classes.	Total.	Candidates.	Passes.	Candidates.	Passes.		
Bareilly Zila	22	..	22	12	8	...	...	21	The one scholar without a stipend at Bareilly is a Bengali.
London Mission, Benares ..	7	8	15	5	4	6	4	4	
St. John's, Agra ...	9	...	9	6	5	...	...	9	
Ramsay, Almora ..	5	...	5	...	...	...	...	1	
St. George's, Mussoorie ...	1	...	1	1	1	...	...	...	
St. Peter's, Agra ...	2	..	2	1	1	...	...	1	
Girls' High, Allahabad ...	2	...	2	2	2	...	...	2	
Fyzabad Zila	11	...	11	5	3	...	...	8	
Total ...	59	8	67	32	24	6	4	46	

The only institution which carried its students through to the stage of graduation was the London Mission College at Benares. It succeeded in passing four out of six candidates at the examination for the degree, two of them taking honours in the 2nd division—an excellent result. Out of 32 candidates from these institutions who appeared at the F. A. examination 24, or 75 per cent., passed. The proportion of passes was thus higher than that attained by the colleges, *viz.*, 54 per cent.

33. This is the first examination at which the students from the Bareilly High School have appeared. Three years ago the movement in favour of college education at Bareilly resulted in the resuscitation of the college classes under the management of a local committee. The result of the first examination has been distinctly favourable, 8 out of the 12 candidates passing. The classes received a grant of Rs. 1,800 from public funds, the balance of the expenditure being derived from an endowment fund. The small F. A. class attached to the zila school at Fyzabad passed 3 out of its 5 candidates. In connection with this institution and that at Bareilly, it is worthy of note that out of the 33 students only four were studying without stipends and that one of these self-supporting students was a Bengali.

Benares Sanskrit College.

34. The students on the rolls numbered 458, an increase of 30 over the previous year. The following statement shows the parts of the country whence the college attracted students :—

Benares	175
Other districts under this Government	93
Bengal	161
Panjáb	7
Rajputana	6
Central Provinces and Bombay	6
Mysore	5
Nepal	4
Kashmir	1
	458

The results of the annual examination are as follows :—

Examination.		*Candidates.*	*Passed.*
Prathama Parikhsha	...	42	30
Madhyama "	...	17	12
Acharya "	...	19	15

Six only of the 15 successful candidates at the latter examination obtained the title of Acharya. The special subjects taken up by these successful candidates were Sahitya, (*i.e.*, *belles-lettres* and rhetoric) in the case of 7, Grammar in the case of 3, Astronomy and Mathematics in the case of 2, Law in the case of 1, the Vedanta system in the case of 1, and Nyaya (*i.e.*, Logic) in the case of one. This highest examination extends over all the principal works comprised within one Sastra. The Mathematical course includes, besides the chief Hindu works, Algebra, Euclid, and Trigonometry.

35.* The Anglo-Sanskrit department includes 48 students who are at present engaged in studying English. They are mostly Pandits advanced in life and their progress is slow.

36. The progress of the English arts department of the Benares College calls for some special remark. The considerations in the above paragraphs show that it still

shares with the Aligarh College the lowest place in the amount of work it has to show. In the following statement the figures for the last two years are compared :—

Year ending with March.	Number of students.			F.A. examination.		B A examination.	
	In F.A classes.	In B.A. or M A classes.	Total.	Candidates.	Passes.	Candidates	Passes.
1885 ...	20	22	42	10*	7	11	6
1886 ...	37	23	60	13	4	14	8

The above shows that the number of the students attending the college† has increased by 43 per cent., and that there has been an improvement both in the number of the degrees taken and in the proportion of the successful candidates On the other hand, the failure of the F A. class is very serious, 9 students out of 13 failing. I find that the failures were chiefly in Mathematics and English, 7 in the former and 6 in the latter. It should be noted that the result of the examination last year was very favourable, out of 9 candidates examined, 7 passed, two failures being in Mathematics and one in English. Notwithstanding the unfavourable result of the F. A. examination, I am of opinion that the state of the college has decidedly improved since last year, and that it is recovering its popularity and efficiency. It should be noted in its favour that it succeeded in attracting a larger proportion of *self-supporting students* than any other college in the province.

On the appointment of Pandit Lakshmi Sankar Misra, M.A , to officiate as Inspector of Benares, his place in the college was taken by two Assistant Professors, Babu Abhaya Charan Sanyal, M.A., taking charge of the Physical Science classes, and Babu Krishna Rao Bhatt, M A , acting as Assistant Professor of English. The classes taught by the former were placed under the general superintendence of Professor Hill of the Muir College, who visited them periodically. This arrangement has been very beneficial to the college, and not a single failure at the examination occurred in this subject.

The arrangements introduced will be continued during the current year with an efficient Assistant Professor of English, when , I think, they will be found to work well.

37. With regard to the apparent want of success of the Aligarh College, it should be noted that but a small portion of the good work done by this institution is shown by the results of the examination. Under the zealous superintendence of Sayyid Ahmad Khán Bahadur, it is doing admirable work in influencing the characters of its students and in teaching them to appreciate with a liberal spirit the knowledge and customs of the West. It is disappointing to find that this excellent institution has not succeeded in attracting a single student to its higher classes without the allotment of a scholarship

38. *Departments for Law students* were maintained this year in connection with the arts colleges at Allahabad, Benares, and Lucknow. The numbers of the students attending these classes on the 31st March of each year were as follows‡ :—

	1886.	1885.
Muir college	61	35
Benares „	18	17
Canning „	48	59
	127	111

The increase in the whole attendance was thus little more than nominal, and apparently the attraction of the class at the Muir College under Mr. Reid, Barrister-at-Law, drew away students from the Lucknow College.

39 The oriental departments of the colleges at Aligarh and Lucknow show a considerable falling off in the number of their students, the Canning College, which last year returned 113 students in this department, now returns 88 ; while the Aligarh College, where 4 students studied last year, now returns none. The Sanskrit College at Benares has been noticed separately.

40. As a general result of the above survey, we have to record an increase in the number of students in every department of our colleges, except in the oriental department, where the numbers have fallen off. There has been an increase in the

* One was expelled

† The number now on the rolls (August, 1886) has increased to 76.

‡ Many students belonging to this department attend the arts classes also.

number of the degrees taken, and the success of our candidates compares favourably with that of the candidates from the mufassil colleges of Bengal.

41. The following statement gives the classification of the students according to race in *all departments* of our colleges on the 31st March of the last two years :—

	1886.	1885.
Hindus	963	885
Muhammadans	125	126
Europeans and Eurasians	21	22
Native Christians	12	7
Others	...	1

The increase in the number of the students has, therefore, occurred exclusively among the Hindus, the Muhammadans standing as last year.

42. The following is a general comparison of the statistics for colleges of the last two years :—

	Year.	Number of institutions.	Average number of students on the rolls monthly.	*Expenditure.* Provincial funds.	Fees.	Endowments.	Municipal funds.	Total.
For men.				Rs.	Rs.	Rs.	Rs.	Rs.
State colleges ...	1885	4	583	1,00,785	7,702	5,445	...	1,13,932
	1886	4	626	84,772	7,403	1,213	...	93 388
Aided ...	1885	8	386	35,705	8 376	56,918	5,061	1,06,060
	1886	7	411	33 068	9,494	52,292	5,058	99,912
Unaided ...	1885	5	48	*400	1,274	16,534	77	18,285
	1886	6	47	...	1,502	16,935	...	18,437
For women.								
Unaided ...	1885	...	...	...	...	...	...	...
	1886	1	3	...	192	1,380	...	1,572
Total ...	1885	17	1,017	1,36,890	17,352	78,897	5,138	2,38,277
	1886	18	1,091	1,17,840	18,591	71,820	5,058	2,13,309

NOTE.—Roorkee Engineering College is not included.

* This was a portion of a grant given to the school department, but expended by the managers without sanction on college classes.

43. As some confusion exists with reference to the number of the colleges shown above, it may be well to explain that in the statistics prepared for the Government of India, the General Tables annexed, the law and oriental departments of colleges are counted as separate colleges, and if a school opens a class for studying the F.A. course it ranks as a college in these returns.

The following, then, are the eighteen colleges shown in the General Tables :—

STATE COLLEGES.

		Average number on the rolls monthly during the year.
1.	Muir Central College Arts department	121
2.	Benares College ditto	54
3.	The Sanskrit department of the Benares College ...	439
4.	The F A. classes attached to the Fyzabad High School ...	12
	Total ...	626

AIDED COLLEGES.

1.	Canning College, Lucknow, Arts Department ...	88
2.	Agra College, Agra	65
3.	Muhammadan Anglo-Vernacular College, Aligarh ...	42
4.	College classes attached to the Bareilly High School ...	21
5.	Law classes at the Muir College	45
6.	Oriental department of the Canning College	98
7.	Law Department ditto	52
	Total ...	411

UNAIDED COLLEGES.

1.	Law department attached to the Benares College ...	15
2.	College classes attached to the London Mission School, Benares	14
*3.	Ditto ditto St. George's School, Mussoorie ...	1
4.	Ditto ditto St. John's School, Agra ...	9
5.	Ditto ditto St. Peter's School, Agra ...	2
6.	Ditto ditto Ramsay School, Almora ...	6
7.	Ditto ditto Girls' High School, Allahabad	3
	Total ...	50

All the above unaided colleges receive grants-in-aid to their school departments.

The diminution of one in the number of the aided colleges is due to the transfer of St. George's School college classes to the head unaided. It now receives a grant under the Code of Regulations for European schools, in which the aid is specifically for the school department: its grant has not been withdrawn or curtailed. For one of the unaided colleges shown last year, the oriental department of the Aligarh College, no students have been returned this year, but college classes have been established at the Ramsay School, Almora, and the classes at St. George's School are now shown under this head. Hence the increase of one aided college over last year. It should be noted that the Roorkee Engineering College, under the Public Works Department of these provinces, which is included in the general tables prepared for the Government of India, is excluded from the above abstract.

The expenditure under the head endowments in the State colleges is shown this year as Rs. 1,213, against Rs 5,445 last year. This is due to the removal of all charges on account of endowed scholarships from the statement, in which they were wrongly included last year by the Principals. The same remark applies to the diminution under this heading for the aided colleges.

SECTION IV.—SCHOOL EDUCATION—GENERAL.

A.—Secondary Schools for Natives.

University Entrance Examination.

44. The following is a comparison of the results of the above examination for the year under report and the two preceding years :—

Year.	Number of candidates.	Passed in Division			Total passed.	Percentage passed.
		I.	II.	III.		
1884	579	50	164	76	290	50·
1885	723	21	119	68	208*	28 8
Year under report	719	38	128	72	238	33 1

Thus the schools have made some progress towards recovering from the falling off of last year: the number of candidates who passed has risen from 208 to 238, giving a percentage of 33 successful against 29 last year. The quality, as indicated by the placing, shows a very decided improvement, 16 per cent. being classed in the first division instead of only 10 per cent. as last year. The proportion of passes compares favourably with that resulting from the examination generally, as of the 4,393 candidates of the year, 1,337, or only 30 per cent., were successful. The proportion of successful candidates in the 1st division was, however, 20 per cent. higher, therefore, than that attained by the schools of these provinces.

45. The following abstract shows the result for each of the classes of schools for the year under report and the preceding year :—

Calcutta University Entrance Examinations of 1885 *and* 1886.

Class of school.	Year.	Candidates.	Passed Division I.	Passed Division II.	Passed Division III.	Total.	Percentage of passes.
Government ..	1885 ..	281	12	51	23	86	30·6
	1886 ...	301†	15	76	40	131†	43 5
Aided ...	1885 ...	349	8	58	39	105	30 1
	1886 ...	334	20	50	27	97	29·
Unaided ...	1885 ...	42	...	8	2	10	23 8
	1886 ...	26	3	1	2	6	23 1
Private candidates ...	1885 ...	51	1	2	4	7	13·7
	1886 ...	58	...	1	3	4	6 9

* Wrongly shown as 205 in the report of last year.

† Twenty-two candidates, in addition to these, entered the Panjáb University Matriculation Examination, of whom 3 passed. The Government schools do not prepare candidates for the Panjáb course.

Thus, except in the case of the zila (Government) schools, the proportion of passes is no better this year than last, but rather worse. The improvement in the zila schools is clearly shown, the percentage of passes having risen from 31 to 44 per cent. The results of the examination of private candidates are even less encouraging than last year to those who attempt to pass without attending school. The falling off in the number of candidates from unaided schools is worthy of notice.

The details of the results for each school will be found in appendix No. I.

46. Mr. Lloyd, the Inspector of Agra, calls attention in his report to the disadvantage which the scholars in our schools labour under in reference to this examination. When the subjects of the *middle* course were studied in English and the middle examination conducted in that language, the proportion of the candidates who passed the entrance examination was almost invariably higher than the proportion of those who passed from Bengal. Since, however, the vernacular has been employed as the vehicle of instruction and examination in the special subjects, the proportion of passed entrance candidates has fallen below the general proportion in Bengal. I find there is a general desire on the part of the Inspectors, head-masters and managers of schools to revert to the former practice, by which the instruction in the middle stage in arithmetic, mathematics, history and geography was given in English, and I have no doubt that this would improve the success of our scholars at the matriculation examination.

The Middle Examinations.

47. A considerable change was introduced into the conduct of these departmental examinations. The rules were recast and modified in many details, and the examination fee trebled, being raised to Rs 3 for the Anglo-vernacular and Re. 1-8 for the Vernacular branch : candidates not belonging to Government or aided schools were required to pay double these rates. In the standard of examination, however, the only change consisted in the reduction of the pass marks in the mathematics of the Vernacular branch from 33 to 30 per cent., while in the science subject the percentage required for passing was raised from 25 to 30 per cent. The whole management of the Anglo-vernacular branch was made over to Mr. Wright, Officiating Principal of the Muir College, and of the Vernacular branch to Dr. Thibaut, Principal of the Benares College. The result of this arrangement has been a decided improvement in the method of conducting the examinations The examiners were appointed by this office in consultation with the Principals of the colleges, and consisted in about equal proportions of teachers from the Government and aided schools.

The Anglo-vernacular Branch.

48. The following is a comparison of the results of Anglo-vernacular examination : —

Comparative statement of the results of the Anglo-vernacular examination for North-Western Provinces and Oudh.

		Number of candidates.	Passed.	Percentage of passes.
Government schools	1885 ...	680	421	62
	1886 ...	792	403	50·9
Aided schools	1885 ...	665	282	42
	1886 ...	705	259	36·7
Other candidates	1885 ...	337	84	25
	1886 ...	511	123	24
Total ...	1885 ...	1,682	787	46·8
	1886 ...	2,008	785	39·1

The number of candidates increased considerably from 1,682 to 2.008, but with the curious result that almost precisely the same numbers passed this year as last, *viz.*, 785 and 787. There was consequently a considerable falling off in the proportion of successful candidates, *viz.*, from 47 per cent. to 39 per cent. This depreciation is most marked in the case of the candidates from the Government schools, where only 51 per cent. passed, against 62 last year. This is no doubt partly due to the issue of a departmental order, whereby the head-masters were required to enter every scholar in their middle classes, whether or not they considered him sufficiently prepared. The greatest proportional increase occurred in the number of the private candidates, from 337 to 511. The proportion of these who were successful remained as last year. I am inclined to think that the falling off in the proportion of the successful candidates from the aided schools is to some extent due to a cause similar to that noted above in the case of the zila schools—whole classes were sent up instead of selected candidates, as in previous years. The following details, however, show that rather greater strictness was exercised than last year.

49. The following abstract shows the number of candidates who passed in the 1st division and the percentage to the total number of passes :—

Class of candidates.	No of candidates, classed in 1st division		Percentage to total number of passes.	
	1885.	1886.	1885.	1886.
Government schools	107	68	25·4	16 9
Aided schools	28	18	10·	7 0
Private students	11	23	13·	18 7
Total ...	146	109	18 5	13·8

The proportion of the successful candidates placed in the 1st division has thus fallen from 18 per cent to 14 per cent. The proportion of the candidates from the aided schools in the 1st division does not differ materially from the proportion thus classed last year; but a great falling off has occurred in the case of the Government schools. It is worthy of note, as showing improvement in the private candidates, that 23 were classed in the 1st division this year against only eleven last year. Eleven of these 23 were Muhammadans.

50. Finally, with regard to the subjects in which the candidates failed, the following comparative table is of interest :—

Number of candidates who failed in each subject.

Groups of candidates.		English.	Mathematics.	Second language.	History and Geography	Science.
From Government schools ...	1885 ...	173	86	180	42	26
	1886 ...	155	183	273	144	82
„ aided „ ...	1885 ..	267	222	257	89	39
	1886 ...	210	289	244	211	131
Other candidates ...	1885 ...	167	188	172	118	59
	1886 ...	218	273	254	225	130
Total ...	1885 ...	607	496	609	249	124
	1886 ...	583	745	771	580	343

Percentage of failures to total number of candidates.

From Government schools ...	1885 ...	25·4	12·6	26 5	6·2	3·8
	1886 ...	19·1	22 5	33·6	17 7	10·1
„ aided „ ...	1885 ...	40 2	33 4	38·3	13·4	5·9
	1886 ...	29·7	40·9	34·5	29·8	·18·5
Other candidates ...	1885 ...	49·5	55·8	51·0	35 0	17·5
	1886 ...	42·1	52·8	49·1	43 5	25·1
Total ...	1885 ...	36·1	29·5	36 2	14 8	7·4
	1886 ...	28·6	36·6	37·8	23·5	16·8

The largest number of failures occurred in the second language, the proportion, however, being almost precisely identical with the proportion of the failures in the preceding year, *viz.*, 36 and 38 per cent. The proportion of the candidates who failed in English fell from 36 per cent. to 29 per cent. showing a decided improvement. In the remaining three subjects, *viz.*, mathematics, history, and science, the proportion of failures increased. The chief examiner in English reported a considerable improvement in the candidates.

It appears that in these three subjects the examiners under Mr. Wright were more strict than were their predecessors under the supervision of Mr. Gordon, the Headmaster of the Allahabad Zila School. With regard to history and science, the failures in those subjects in the zila schools were only 6 and 4 per cent. respectively last year—a low proportion, which must be ascribed to the very low standard of examination. The facility with which candidates were passed in these subjects had, doubtless, the usual effect of rendering them careless in the preparation of the subject, and this contributed to the increased proportion of failures. The proportions of the failures in each of the five subjects point to a more uniform treatment of the several subjects by the examiners than the similar proportions for the preceding year. The weakness of the zila schools in giving efficient instruction in the second language is brought out as

clearly this year as the last. The superiority of these schools over the aided schools in teaching English and mathematics is also as strongly marked this year as last.

51. The above abstracts show, I think, that the examination was this year, on the whole, conducted with greater strictness and uniformity under the management of Mr. Wright than it was last year. I have not, however, found reason to believe that any undue severity was exercised.

52. The following statement gives the number of candidates who took up each of the four *second* languages :—

	Number of candidates, 1886.
Persian	1,332
Urdu	303
Hindi	310
Sanskrit	89
Total ...	2,034

The great increase since last year in the number of candidates who took up Persian and the decrease in those who took Urdu is worthy of note.

53. The following statement of the religion and caste of the successful candidates bears a curious resemblance to that of last year. Precisely the same number of Kayasths were successful at both examinations. The number of Musalmans increased by 6 and of the Hindus by 2 only. The Rajputs have fallen from 42 to 22. There is no sign yet of an increase of successful candidates from among any other castes than the four which were predominant last year.

Castes of successful candidates.

Ahir	1
Brahman	170
Bania	95
Bhat	2
Carpenter	1
Khatri	50
Kayasth	223
Kalwar	5
Rajput	21
Lohar	2
Teli	1
Sonar	6
Tamoli	3
Tailor	1
Taga	1
Unspecified	12
Total	594
Total ... Hindus	594
Muhammadans	176
Christians	15
GRAND TOTAL	785

Full details of the results of the examination as affecting each school and class of candidate are given in appendix II.

The Vernacular Examination.

54. Full details of the results will be found in appendix III.

In the following abstract is given the general result of the vernacular examination for the last two years :—

		Number of candidates	Passed.	Percentage of passes.
Government Schools	1885 ...	2,164	866	40
	1886 ...	2,105	1,045	49
Aided ditto	1885 ...	41	5	12
	1886 ...	136	45	33
Other candidates	1885 ...	487	60	12
	1886 ...	1,082	154	14
Total ...	1885 ...	2,692	931	34·6
	1886 ...	3,323	1,244	37·4

Out of the 3,323 candidates who presented themselves 1,244, or 37 per cent., were successful in the year under report. As usual, the candidates from the Government schools were the most successful as well as the most numerous, passing 49 per cent. of their candidates, while the aided schools succeeded in passing 33 per cent. only.

Comparing the figures of 1886 with those of the preceding year, we find a great increase in the number of candidates, accompanied by an improvement in the proportion of the passes, in the case of candidates from Government schools from 40 per cent. to 49 per cent. The number of candidates from these institutions remained almost stationary; those from aided schools increased from 41 to 136. The chief increase is due to the large number of private candidates who joined the examination, compelled thereto by the strict enforcement of the orders issued by Government in 1877, requiring as the minimum educational qualification for public service the certificate of passing the middle examination These candidates consist mostly of men of mature age, who, having failed to qualify in their youth, now make a vain attempt. The percentage of successful candidates among this class was nearly the same as last year. It is to be noted that candidates who have not had a special school preparation are even more unsuccessful in this branch of the examination than in the English branch.

55. In the following abstract I give the result of the examination of the candidates according as they wrote their answers to the questions in the Persian or the Nagri charactor. The question papers were identical, except of course in the subject Language, in which Persian or Urdu was taken by the one class and Hindi by the other:—

Class of candidates.	*Persian character.*			*Nagri character.*		
	Number of candidates.	Number who passed.	Percentage of passes.	Number of candidates	Number who passed.	Percentage of passes.
From Government schools ...	1,216	564	46	889	481	54
„ aided „ ...	114	40	35	22	5	23
Private candidates ...	968	128	13	114	26	23
Total ...	2,298	732	31·8	1,025	512	49 9

The number of candidates who wrote their answers in Nagri was one-half the number of those who used the Persian character, the reason for the preference given to the latter being of course that it is the predominant character in the transaction of official business. It is noteworthy that the superior success of the Government school candidates in Nagri was almost identical with that found last year, when the percentage of passes was 44 to 37 in Persian. The improvement this year in the proportion of passes is 9 per cent. for each class.

56. With regard to the placing of the candidates from the Government schools, a remarkable improvement has to be noted: the number of candidates being the same, 84 were classed in the 1st division last year against 261 this year. I have no reason to suppose there was any greater strictness in the marking last year than this.

57. The following statement gives the percentage of failures in each subject:—

	FAILURES IN							
	Persian Branch.				*Nagri Branch.*			
	Language.	Mathematics.	History and Geography.	Physical Geography and Science.	Language.	Mathematics.	History and Geography.	Physical Geography and Science.
(*a*) Government schools	28	45	12	14	18	34	6	16
(*b*) Aided „	33	49	18	17	36	59	36	36

The very high proportion of the failures in mathematics points to great deficiency in the instruction given in this subject both at the Government and the aided schools. The very large number of scholars from the aided schools who failed in history, geography and physical science is not creditable to these institutions.

58. The following is a comparative statement of the expenditure on the last two departmental examinations :—

	1886. Rs.	1885. Rs.
Fees to examiners	6,675	4,675
Contingent charges at centres of examination	2,059	1,515
Ditto at office of President, Board of Examiners ...	1,246	488
Printing charges and cost of blank books for answers ...	2,260	2,024
Total expenditure ...	12,240	8,702
Receipts from fees ...	14,367	3,570
	+2,127	—5,132

Thus the financial result was that in the preceding year the conduct of these examinations cost the provincial funds Rs. 5,132, whereas on the present occasion, after paying all expenses, we have a surplus of above Rs. 2,000 in hand to utilize in the arrangements to be made for next year.

The Zila Schools.

59. These schools were inspected under the directions contained in this office Circular No. 24 of 1885, which is printed in appendix IV., and the statistics are now available in a form better adapted to show the work done than those which were used in previous reports. In the following abstracts and remarks the figures are taken from these special reports, and not from the ordinary annual statistical returns. The full abstract from these annual inspection reports is printed in appendix V.

60. In the following statement for the 25 State high schools the figures showing the attendance of scholars indicate the average attendance during the six months preceding the Inspector's annual visit and the corresponding six months of the preceding year—shown as 1885 in the table. The scholars in the primary stage are not shown.

State High Schools.

Number.	School.	Number of scholars in the middle stage.		Number of scholars in the high stage.		Number of candidates successful at the middle examination.		Number of candidates successful at the high examination.		Average cost per scholar in 1886.
		1886.	1885.	1886.	1885.	1886.	1885	1886.	1885.	Rs.
1	Allahabad	166	140	109	86	35	46	24	9	15
2	Benares	99	88	77	61	19	21	20	9	38
3	Bareilly	110	105	62	52	23	33	15	9	41
4	Aligarh	104	98	47	46	16	11	8	8	23
5	Muttra	97	75	34	32	18	17	2	3	20
6	Morabadad	46	49	34	33	10	13	10	4	53
7	Etáwah	85	99	33	25	19	29	6	2	35
8	Fyzabad...	60	45	28	23	20	15	7	6	47
9	Meerut	45	36	27	25	10	14	4	5	25
10	Hardoi	47	42	25	24	11	15	3	2	27
11	Mirzapur	47	38	23	20	10	4	3	4	41
12	Cawnpore	84	49	21	15	23	12	1	3	22
13	Unao	20	20	21	16	5	13	4	0	28
14	Gonda	58	42	19	19	7	2	1	4	27
15	Rae Bareli	49	53	19	15	4	8	1	0	33
16	Shahjahánpur	32	41	17	15	12	15	2	4	37
17	Lakhimpur	38	32	14	15	9	4	1	2	23
18	Jaunpur*	33	39	14	13	12	11	1	0	26
19	Sitapur ...*	29	27	14	8	6	6	2	1	29
20	Bara Banki	29	25	14	12	6	7	3	4	32
21	Sultanpur	37	36	13	9	12	13	6	4	33
22	Partabgarh	44	31	12	14	10	6	5	2	24
23	Bahraich	32	31	12	10	7	8	3	1	40
24	Fatehgarh	40	50	11	25	11	13	0	0	40
25	Bánda	34	28	11	8	16	7	2	2	40
	Total ...	1,465	1,319	711	621	331	344	(b) 134	(a) 88	30

(a) Including 2 who passed the Panjab University Entrance Examination.
(b) Including 3 who passed the Panjab University Entrance Examination.

The number of scholars in the secondary classes of the State high schools has increased from 1,940 to 2,176, an increase of 236, or 12 per cent.

*The middle school at Jaunpur was raised to the high standard from the 1st July, 1888.

The number of the scholars in the middle stage has risen from 1,319 to 1,465, and of those in the high stage from 621 to 711, the rate of increase in each section being thus nearly the same. The number of the scholars attending the high classes of the State schools at Allahabad and Benares is remarkable, the former school including more pupils in the secondary stage than any school in these provinces. In only one school is any falling off in attendance noticeable, *viz.*, in the case of the Fatehgarh High School (No. 24), where the scholars in the high stage have fallen off from 25 to 11, and those in the middle stage from 50 to 40. This decline was due to the inefficiency of the head-master who was in charge of the school in 1885, and the people of Fatehgarh consequently preferred sending their boys to other schools.

61. There has been a slight falling off in the number of candidates successful at the middle examination, which may be ascribed to the general causes noticed in para. 51 above. The number of scholars who have passed the University examination has increased from 88 to 134. The progress, therefore, of the high schools since last year is shown by the above figures to have been satisfactory. Details of the result of the entrance examination for each school are given in appendix I, and in para. 45 above the success of the candidates from the State schools has been compared with that of other candidates. In the following statement the schools which sent up 10 or more candidates are ranked in the order of their success:—

School.	*No. of candidates, Entrance Examination.*	*Percentage of passes.*
Moradabad ...	17	59
Bareilly ...	29	52
Benares ...	40	50
Fyzabad ...	14	50
Etáwah ...	13	46
Allahabad ...	56	43
Aligarh ...	19	42
Meerut ...	11	36
Hardoi ...	10	30
Muttra ...	10	20

62. The relative success, however, of schools cannot for obvious reasons be estimated from the results of one year. Thus Moradabad, which has been so successful this year, succeeded in passing only 20 per cent. of its candidates last year. The candidates, moreover, in any given year from many of the high schools are too few to admit of the work being fairly guaged by a percentage. The following statement, however, of the results of the Entrance Examination during the last six years gives, I think, a fair estimate of the character of work of the schools:—

Statement showing the results of the Entrance Examination of the High Schools for the six years ending with April, 1886.

Zila School.	Number of scholars passed.	Number of scholars in high stage to one pass
Allahabad ...	105	5
Benares ...	95	5
Bareilly ...	84	5
Aligarh ...	31	8
Muttra ...	24	6
Moradabad	41	5
Etáwah ...	28	6
Fyzabad ...	37	4
Meerut ...	23	6
Hardoi ...	25	6
Mirzapur ...	21	6
Cawnpore ...	26	6
Unao ...	14	7
Gonda ...	16	9
Rae Bareli ..	9	12
Sháhjahánpur	21	4
Lakhimpur...	15	6
Sitapur ...	13	6
Bara Banki	15	6
Sultanpur ..	23	4
Partabgarh	19	5
Bahraich ..	12	8
Fatehgarh...	17	10
Banda ...	13	6

63. As the course prescribed for the high school is supposed to occupy a boy for two years, the ideal result to be attained would be to pass one scholar annually for every two on the rolls. We find, however, on the average of the last six years, the best result is just half this proportion, and that out of 24 Government high schools this standard was attained by only three schools, those at Fyzabad, Sháhjahánpur, and Sultanpur. In the case of the latter school this is a highly creditable result, for, unlike the other two schools, it has no special staff for the high

department of the school. The headmaster of this school, Babu Madhusudan Mukarji, deserves specially recognition for his success. He has been in charge of the school for 14 years.

Next in rank to these must be placed the schools at Allahabad, Benares, Bareilly, Moradabad, and Partabgarh, which have succeeded in passing one scholar for every five on the rolls, and in the case of the large high school at Allahabad, this must be considered to be a very good result. The largest number of the schools falls into the group in which one scholar passed to six enrolled, and any smaller fraction than this must be regarded as distinctly inferior. The school at Fatehgarh, which has succeeded in passing only one-tenth annually, is only surpassed in failure by the school at Rae Bareli, from which only one-twelfth passed, a result most discreditable to the school. The Inspector reports very unfavourably of the state in which he found this school at his annual inspection in December last.

64. With reference to the small proportion of the scholars of the Cawnpore Zila School who carry on their education to the high stage, Mr. Dodd, the Inspector of Schools, explains this as due to the fact that at Cawnpore there are many small appointments for young men with a slight knowledge of English in the offices of the railways and of the manufacturing and commercial firms. The crowded state of the boarding-house and the classes below the highest attest the popularity of the school.

65. In the following abstract the work of the State high schools in the North-Western Provinces and Oudh, as tested by the Calcutta Entrance Examination, is compared : —

Comparison of results of the CALCUTTA *University Entrance Examination.*

	1886.			1885.		
	Candidates.	Passes.	Percentage.	Candidates.	Passes.	Percentage.
North-Western Provinces ...	211	95	45	198	60	30
Oudh	90	36	40	83	26	31

Thus the result in the two divisions of these provinces was about on a par last year, but during the year under report the North-Western Provinces has taken a decided lead.

66. In the Oudh Division Mr. Nesfield, the Inspector, introduced a general examination of the second classes of his schools by means of printed questions on the same lines as those of the Entrance Examination. This afforded an opportunity of testing the work of the second masters in a systematic manner, and was of much value to the pupils as a first regular examination in *English* preparatory to the Entrance Examination.

67. The following statement, compiled from the figures of the annual inspection reports, shows the progress of the State middle schools during the last year : —

State Middle Schools.

School.	Number of scholars in the middle stage.		Number of scholars successful at the middle examination.		Average cost per scholar, 1886.
	1886.	1885.	1886.	1885.	
					Rs.
1. Mainpuri	43	43	15	10	24
2. Bulandshahr	39	31	7	10	17
3. Fatehpur	36	18	7	8	19
4. Saháranpur	33	25	9	11	24
5. Etah	32	31	9	6	32
6. Bijnor	31	18	4	7	24
7. Muzaffarnagar	25	15	4	5	28
8. Budaun	22	20	6	6	33
9. Hamírpur	17	13	3	4	42
10. Jhánsi	14	20	3	5	22
11. Lalitpur	11	10	3	3	25
12. Kálpi	10	11	2	4	43
Total ...	313	255	72	79	26

The number of scholars in the secondary stage has thus increased from 255 to 313, an increase of 23 per cent., a considerably higher rate of increase than that noticed above in the case of the high schools. The greatest increase occurred in the Fatehpur school, which is a very successful institution of this class. The only school in which there has been any falling off in attendance is that of Jhánsi, for which no explanation is given by the Inspector. The decrease in the number of the scholars passed at the middle examination is due to the general causes above noticed. Of the 108 candidates who were examined 72 passed, giving a percentage of 67.

68. The general result of the middle examination of the scholars in the 37 State schools may be shown as follows :—

Number of the schools.	Class of schools.		Number of candidates	Number who passed	Percentage of passes.
14	High ...	N.-W. P.	475	234	49
11	High ...	Oudh	209	97	46
12	Middle schools, N.-W. Provinces		108	72	67
37*		Total ...	792	403	51

The superior success of the 12 schools which aim simply at the middle standard is very striking. The result in the Oudh schools is still inferior to that in the schools of the North-Western Provinces, though not to the same extent as last year, when only 56 per cent. of the candidates from the schools in the former division passed, to 64 per cent. from the schools of the North-Western Provinces.

69. The number of the scholars on the rolls of these schools has remained almost stationary, 8,676 scholars having been returned as in attendance on the 31st March, 1885, and 8,703 on the same date of the current year. The schools are indeed now generally attended by as many scholars as can be provided for by the school room and the tuitional staff at our disposal, and indeed in most schools I have found the pupils much overcrowded.

70. In the following abstract I give a comparative statement of the expenditure on these institutions during the last two years :—

Sta e Zila Schools.

Year.	Number of scholars enrolled.	Expenditure.				
		Public Funds.	Fees.	Other sources.	Total	Incidence per scholar.
		Rs.	Rs.	Rs.	Rs.	
1886	8,703	1,86,254	44,522	6,100	2 36,876	27 2
1885	8,676	1,86,684	42,545	6,485	2,35,714	27 2

The only important variation to be noted is the increase in the fee income. Nearly 19 per cent. of the total expenditure is now met from fee receipts. The average annual cost to the State of a scholar in a zila school was Rs. 21.

71. The one zila school left to notice is the oriental school at Gorakhpur, the sole survivor of the former Oriental zila schools, now everywhere else displaced by the Anglo-vernacular schools. The average attendance was found by the Inspector to be 54 and the expenditure to be Rs. 2,197 annually, giving an average cost of Rs 40 per scholar, a rate considerably higher than that prevailing in the majority of the zila schools. There are 34 scholars in the Arabic department, 11 in the Persian department, and 26 in the Sanskrit department. There is no progressive scheme of study, and no definite period in which a scholar should pass from one stage of instruction to another. The Inspector considers the instruction in the Persian department to be merely nominal and the Urdu bad, but was unable to test the Arabic teaching. Of the Sanskrit he speaks more favourably. It is evident from the above that the Persian instruction could be given at least equally well in the indigenous schools and the Sanskrit students could be now accommodated at the Sanskrit Patshala of Ajudhia, and the Arabic students at the Chashma-i-Rahmat School of Gházipur. The school is doing no work adequate to the expenditure of public money upon it.

Oriental Secondary Schools.

72. The Sanskrit school at Ajudhia, supported from provincial funds, is favourably reported on by the Inspector. Six candidates passed the entrance examination

* The school at Pilibhit, supported by the Drummondganj funds, is classed as an aided institution.

of the Benares Sanskrit College (Prathama Pariksha) and the intermediate (Madhyama) examination. There are four classes in the college department with 15 students, and three classes in the school department. The following is a statement for the last two years :—

Year.	*Number of scholars.*	*Total expenditure.*	*Cost per scholar.*
		Rs.	Rs.
1886	63	1,506	24
1885	65	2,417	37

Remarking on the Oriental schools generally, Mr. Nesfield notes the ill-success of the Persian departments, and considers there has been a re-action against Persian studies since the introduction of the English course. He adds, however, that there are signs of a counter-reaction among the Hindu students in favour of "the ancestral, but till lately almost obsolete, Sanskrit."

73. With regard to the method of instruction in these schools, I find that throughout the North-Western Provinces a system prevails of dividing the teaching of the different classes among a number of teachers, one taking the mathematics, another the English, and so forth. For all the classes in the primary stage, and probably for those in the middle stage also, the system is, I think, a bad one. As Mr. Deighton, the Inspector of Rohilkhand, writes :—"The unnecessary division makes it almost impossible for the Inspector to test the work of the different teachers, and, what is of greater importance, it prevents the teachers having a proper hold on their classes. Except in Oriental literature and mathematics, and even in these in the lower classes, a teacher should be competent to teach his class throughout."

74. Summing up the general result of his inspection of the zila schools in the Allahabad Division, Mr. Dodd dwells on the need of improving the method and quality of the instruction. The teaching in history and geography he especially notes as mechanical :—"The same old stereotyped questions are repeated, to be followed by the same passages of the text committed to memory as answers, with no variety ; no appeal to pupils' intelligence nor any thought of making a lesson interesting. With perhaps two exceptions, the head-masters of zila schools spend little or no time in the supervision of teachers' work by suggesting improvements in the method and matter of lessons. In practice the head-master is often more the senior teacher than he is a master in the true sense of the term, with an influence traceable throughout the school.....Teaching in our schools is almost entirely a cramming of the boys with the contents of so many books : of educating influence there is next to none."

75. The difficulty of remedying this patent defect in the schools is mainly, I think, due to the absence of any systematic training of teachers for these schools, and it will not be remedied until the establishment of a central training college for the teachers of our secondary schools becomes possible. The time is now passed or rapidly passing in Europe when the amateur is admissible into the profession of teaching and the experience of the primary schools in England has conclusively proved the superiority of the trained master. As remarked recently by Mr. Sedgwick in his Lecture on Form Discipline :—"In ease, in resource, in confidence, in mastery of handling, a certificated master could give points to any average graduate, even to many of the best, fresh from the universities."

76. From the following statement the extent to which the zila schools attract boarders may be gathered. In most districts the accommodation provided is quite insufficient to meet the demand, and, as the Inspector of the Allahabad Division reports, any extension would be at once followed by a large increase in the numbers :—

Statement of the average monthly number of scholars in the Boarding-houses attached to the Zila Schools for 1885-86.

Divisions.	*Number of boarders.*			Amount of the boarding-house fee (if any) credited during the year to Local or Provincial Funds.
	Receiving stipends.	Self-supporting.	Total.	
				Rs. a. p.
Meerut	36	227	263	137 12 0
Agra	77	117	194	*Nil*
Rohilkhand	56	178	234	375 0 0
Allahabad	24	98	122	*Nil.*
Benares	32	96	128	*Nil.*
Jhánsi	6	23	29	*Nil.*
Oudh	33	181	214	*Nil.*
Total	264	920	1,184	513 0 0

The boarding-houses are at present under the superintendence of the district boards, but they have not shown any special interest in them.

It will be noticed as a satisfactory sign that out of 1,184 boarders 920 are classed as self-supporting—that is, they do not receive any stipend or scholarship.

The income from the boarding-house fees has yet to be developed in most of the divisions of the province.

Aided Anglo-Vernacular High Schools.

77. Twenty-three schools teaching up to the entrance examination of the University were aided by the Department. Of these 17 were under the management of missionary societies and 6 under the management of native committees. The grant allowed to these schools for the year amounted to Rs. 61,512, being an allowance of Rs. 11·5 for each scholar in average attendance. In the following table the principal statistics for the year are given. The figures showing the average attendance are taken from the annual inspection reports carried out under this office Circular No. 21 of 1885 (appendix No. VI), and they give the average attendance of the six months preceding the Inspectors' annual visit. The results of the primary examinations conducted by the Inspectors are found by adding together all the subjects in which each scholar was examined and calculating upon this the percentage of the sum of the subjects in which he was passed :—

Aided High Schools.

School.	Scholars.					Middle Examination.			Entrance Examination.			Primary Examination		Annual grant per scholar.
	Total.	In middle stage.		In high stage.										
		Number.	Percentage of total	Number.	Percentage of total.	Number of candidates.	Number of passes.	Percentage of passes.	Number of candidates.	Number of passes.	Percentage of passes.	Lower: Percentage of passes.	Upper: Percentage of passes.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
						Under missionary management.								Rs.
1. Centennial ...	277	68	24	49	18	16	3	19	12	...	...	64	56	6·5
2. St. John's ...	493	63	13	35	7	16	9	56	12	3	25	83	52	9·7
3. L. M., Benares ...	282	41	14	30	11	23	6	26	13	4	31	38	44	17·
4 Jamna Mission ...	264	50	19	27	10	23	11	48	9	2	22	42	52	6 8
5 Mission, Ghâzipur ...	194	50	26	24	12	24	8	33	14	5	36	77	77	14·2
6. C. M., Gorakhpur ...	250	52	21	24	10	46	10	22	18	3	17	60	45	14·4
7. Ramsay ...	307	59	19	22	7	35	8	23	11	1	9	80	66	15·6
8. Jai Narain's ...	172	47	27	21	12	8	3	37	3	1	33	38	55	29·
9. L. M., Mirzapur ...	171	35	20	19	11	7	2	28	8	...	...	65	54	12·8
10. S. P. G., Cawnpore ...	266	37	14	18	7	17	8	47	7	...	...	70	54	11·3
11. Raja-ka-Bazar ...	174	34	19	16	9	13	7	50	6	...	...	64	52	13·[illegible]
12. Mission, Meerut ...	235	44	19	14	6	20	11	55	4	2	18	41	49	14·6
13. Mission, Saháranpur ...	194	37	19	14	7	17	7	41	4	1	25	50	27	8 4
14. C. M., Azamgarh ...	199	52	26	13	6	19	5	26	5	1	20	56	53	9·
15. Mission, Mainpuri ...	92	20	22	10	11	5	2	18	3	..	...	67	60	17·6
16. C. M., Jaunpur ...	195	20	10	10	5	10	3	30	6	1	17	44	48	9·2
17. Mission, Dehra ...	222	19	9	3	1	3	2	67	1	...	...	45	36	8·1
Total ...	3,987	728	18	349	9	302	105	34	136	24	17			
						Under native management.								
18. Victoria, Ghâzipur ...	229	61	27	34	15	30	18	60	16	3	19	75	67	9·4
19. Victoria, Agra ...	324	58	18	15	5	26	13	50	5	3	60	56	68	13·
20. Bengali Tola, Benares ...	200	39	19	15	7	9	7	78	5	2	40	82	80	7·
21. Lyall, Gonda ...	153	22	14	10	6	8	1	9	3	1	33	65	59	10·2
22. Training, Dehra ...	156	38	24	6	4	13	1	7	3	1	33	42	44	5 4
23. Ballia ...	301	55	18	18	6	18	13	72	7	4	57	51	66	8·
Total ...	1,363	273	20	98	7	104	53	51	39	14	36			
Grand Total ...	5,350	1,001	18	447	8	406	158	39	175	38	21			

78. Taking first the classification, we find that only 27 per cent. of the scholars, *viz.*, 1,448, are in the secondary stage, the rest, numbering 3,902, or 73 per cent., being in the primary stage. The distribution is almost identical in each of the groups into which the schools are divided in the table. This distribution is most important

as indicating the relative proportions of the aid given from public funds to the schools. Since the salaries of teachers competent to teach in the secondary schools are much higher than those of teachers for pupils in the primary stage of instruction, and the number of pupils which can be efficiently taught by one teacher in the secondary classes is much smaller than the number which can be taught in the primary classes, the tuitional expenditure per scholar is very much higher in the secondary classes than in the primary. If, therefore, the grant is to bear any relation to the work done and to the tuitional expenditure, the rate per head should be highest for those schools which have the largest proportion of scholars in the secondary stage, unless of course for other extraneous reasons it is enhanced or reduced. In order to show the extent of the grant to each school with reference to these considerations, I have classified the schools into four groups :—

I.—SCHOLARS OVER 40 PER CENT. IN HIGH STAGE.

	Grant per scholar. Rs.		*Grant per scholar.* Rs.
Centennial ...	6·5	Victoria, Gházipur ...	9·4

II.—SCHOLARS BETWEEN 30 AND 40 PER CENT. IN HIGH STAGE.

	Grant per scholar. Rs.		*Grant per scholar.* Rs.
Mission, Gházipur ...	14·2	Mission, Gorakhpur ...	14·4
Jai Narain's* ...	29·	Ditto, Mirzapur ...	12·8
Mission, Azamgarh ...	9·	Ditto, Mainpuri ...	17 6

III.—SCHOLARS BETWEEN 20 AND 30 PER CENT. IN HIGH STAGE.

	Rs.		Rs.
St. John's, Agra ...	9·7	Jamna Mission ...	6·8
L. Mission, Benares ...	17·	Ramsay ...	15 6
S. P. G., Cawnpore ...	11·3	Mission, Meerut ...	14 6
Mission, Saháranpur ...	8 4	Victoria, Agra ...	13·
Bengali Tola, Benares ...	7	Lyall ...	10·2
Training, Dehra ...	5 4	Raja-ka-Bazar ...	13·4
Ballia ...	8·		

IV.—SCHOLARS BELOW 20 PER CENT. IN HIGH STAGE.

	Rs.		Rs.
C. M., Jaunpur ...	9·2	Mission, Dehra ...	8·1

From the above it is clear that the grants allowed to these schools last year did not bear any relation to the essential point of the proportion of the scholars in the secondary stage, *e.g.*, the payment to schools in the second of the above groups varied from Rs. 9 to Rs. 29 for the same class of education, and in the third group the variation was from Rs. 5 to Rs. 17. Many schools in the third group are receiving double the amount to that allowed to schools in the first group, whereas the positions should be reversed.

79. During the year the average cost to the *State* of each scholar in a Government school was Rs. 21, and with reference to this rate many of the grants appear to be excessive.

80. The work done by these schools has now to be examined by the annual test of the public examinations, that is, the entrance (high) examination held by the University and the Middle Examination held by this Department. As noted above in paragraph 45, the average ratio of passes for the Government schools was 43 per cent. of the number of candidates, while that of the aided schools was only 29 per cent. But this latter percentage was much enhanced by the inclusion of the candidates from the collegiate schools of Aligarh, Agra, and Lucknow. The great failure of the schools under the missionary societies is very striking this year. Out of the 136 candidates sent up by the 17 schools which profess to prepare candidates for the University examination only 24, or 17 per cent., passed. The only school which shows any approach to success is the school maintained by the Lutheran Mission at Gházipur, from which 5 out of 14 candidates succeeded in passing. An inspection of columns 10 to 12 of the above statement discloses an almost complete failure on the part of these schools. It should be noted, however, that last year these same 17 schools sent up 165 candidates, of whom 43, equal to 26·1 per cent. passed. The corresponding percentage from the Government schools was 30 6 per cent. If we combine the results of the two years, the percentage of passes in these schools is 22 per cent. and the same percentage for the Government schools is 37 per cent. This gives a fairer idea of the relative quality of the work done than if we take the results for one year only.

81. Next as to the departmental examination. In the zila schools 51 per cent. of the candidates were successful this year and 62 per cent. last year. The group of 17 schools now under consideration sent up this year 302 candidates, of whom only 105, equivalent to 34 per cent. were successful. Last year the number of candidates

* The grant to this school was, however, reduced by Rs. 100 a month after the inspection. The present annual incidence is lower.

was 290, of whom 137, or 47 per cent., passed. The inferiority of these schools each year is apparent, and the same depreciation inferable from the results of the University examination is confirmed by the results of the examination of the middle classes held by this Department. I am not aware of any reason to which this apparent deterioration can be ascribed.

82. In the second group of schools shown in the abstract, the six under the management of native committees, the results of the public examinations this year have been more favourable. Out of 39 candidates 14, or 36 per cent., passed the University Entrance Examination, and the proportion of the passes at the middle examination was almost identical with that of candidates from the zila schools.

83. The results of the Inspectors' examination of the primary sections of the schools may be estimated by the average ratio of passes in the same examination at the Government high schools, in which 70 per cent. of the scholars examined passed in the lower primary and 64 per cent in the upper primary examination.

84. The following statement for the middle aided schools is based on the annual inspection reports of the Inspectors :—

Aided Middle Schools.

School.	Scholars.			Middle Examination.			Primary Examination.		Annual grant per scholar.
	Total.	In middle stage. Number.	In middle stage. Percentage.	Number of candidates.	Number of passes.	Percentage of passes.	Lower : Percentage of passes.	Upper : Percentage of passes.	
1	2	3	4	5	6	7	8	9	10
	Under the management of missionary societies.								Rs.
1. Mission, Paori	135	28	21	16	2	12·5	54	56	8 9
2. Nakhas, Lucknow	231	26	11	9	3	33 3	67	64	6·5
3. Mission, Shábjahánpur	160	26	16	9	5	55·5	64	64	15·8
4. Moradabad Mission	182	26	14	10	1	10·	61	47	6·9
5. Bareilly „	98	24	25	7	4	57·1	40	55	6·1
6. Basti „	90	15	17	3	...	...	41	40	9·3
7. Budaun „	58	11	19	5	3	60·	75	53	7·2
8. Muirabad Parish	93	10	11	7	...	...	40	45	7·7
9. Bijnor Mission	39	8	21	...	...	...	37	...	6·1
10. Sadar Bazar, Lucknow ...	87	6	7	...	...	...	68	71	6 2
11. Khyrabad Mission	98	2	2	...	...	...	60	49	6·1
Total ...	1,271	182	14	66	18	27·	...	...	...
	Under other management.								
12. Mufid-i-Am	538	87	16	14	10	71·	73	65	3·1
13. Committee, Fatehgarh	121	29	24	14	3	21·	69	65	8·3
14. Colonelganj	110	24	22	14	6	43·	48	38	4 4
15. Orman, Roorkee	125	16	13	9	4	44·	55	25	6·7
16. Devanagri, Meerut	60	16	27	5	...	...	44	18	7·
17. Municipal, Háthras	111	15	14	7	6	86·	70	53	5 4
18. Chashmai Rahmat	45	10	22	5	1	20·	87	49	8·
19. Subscription, Jhánsi	37	8	22	5	4	80·	19	...	8 1
20 Ditto, Orai	56	6	11	3	2	67·	45	30	4·3
21. Gayanpur	50	5	10	2	1	50·	64	75	4·8
22. Bhinga	54	5	9	1	...	...	83	65	7 8
23. Deoria	54	4	7	...	...	...	69	75	3·6
24. Karwi	27	7	26	5	1	20·	78	57	13·3
25. Deokali	25	3	12	...	...	...	75	...	14·4
26. Mahmudabad	72	3	4	...	...	...	67	95	14·7
27. Khatri Patsala	93	2	2	...	...	...	82	69	5 4
Total ...	1,578	240	15	84	38	45·	...	...	...
Grand Total ...	2,849	422	15	150	56	37·	...	...	...

Note.—No inspection report was received for the Pilibhít Municipal School and it is not shown above. It has now been taken over by the Department.

85. The irregularity in the distribution of the grants among these schools is brought out clearly by the figures in column 10 of the abstract, *e.g.*, the Basti

school received Rs 9·3 per scholar for a school with only 17 per cent. in the secondary stage, while the Bareilly school received only Rs. 6 1, while it had 25 per cent of its scholars in that stage. Similar instances will be observed in the second group of schools.

86. Turning to the work of the schools in the first group as tested by the middle examination, we find the same inferiority as in the aided high schools under similar management. The 11 mission schools sent up 66 candidates to the middle examination, of whom only 18, or 27 per cent., succeeded in passing As above noted, the proportion of the successful candidates from the zila schools generally was 51 per cent., and in the zila schools of this class 68 per cent. Last year also a similar ill-success was apparent, when out of 94 candidates 35 passed, being a percentage of only 37, whereas the percentage of passes from the zila schools in the same year was 62. There has also been a falling off in the absolute number of candidates from these schools, from 94 last year to 66 this. Here, then, as well as in the group of 17 high schools, a deterioration from last year is brought out.

87. The work of the 16 schools under the management of native committees or private persons is more satisfactory. Forty-five per cent. of the candidates were successful at the examination this year, against 41 last year, and the number of successful candidates increased from 36 to 38.

88. In five districts, *viz.*, Dehra, Kumaon, Gorakhpur, Basti, and Azamgarh, the work of the zila schools is performed by aided schools under missionary management. Taking the figures for these five schools separately, we find they sent up 35 candidates to the entrance examination, of whom five, or only 14 per cent., passed. They sent 105 to the middle examination and succeeded in passing 25, or only 24 per cent. This result is in striking contrast to that of last year, when out of 38 candidates for the entrance examination 17, or 45 per per cent., were successful; and out of 90 candidates at the middle examination 62, or 68 per cent., were successful.

89. There remain three aided secondary schools, the collegiate schools attached to the colleges at Agra, Aligarh, and Lucknow. The following are the statistics relating to them:—

School.	Scholars.	In middle stage.	In high stage.	*Middle Examination.*			*Entrance Examination*			*Annual grant.*	
				Number of candidates.	Passed.	Percentage.	Number of candidates.	Passed.	Percentage.	Amount.	Per scholar.
										Rs.	Rs.
Agra College ...	518	169	92	50	23	46	40	10	25	5,000	9 6
Aligarh College ...	226	58	71	7	3	43	39	15	38	6,000	26 5
Canning College ...	226	77	104	62	14	22	*42	17	40	5,832	26 0
Benares Government College.	514	108	84	45	19	42	40	20	50	17,033	33·0

* Five at the Panjáb University Examination.

For facility of comparison the statistics of the school attached to the Government College at Benares have been added. The largest number of scholars in the secondary stage is found at Agra, *viz.*, 252; the fewest at Aligarh, where only 129 are returned. The collegiate school at Agra is now in point of numbers the leading secondary school in these provinces, with the exception of the zila school at Allahabad, where 297 scholars were enrolled. At the entrance examination, however, the success of the candidates from Agra was inferior this year, only 10 out of 40 passing. The results of the examination of all three schools were not only inferior to that attained by the Benares College School, but were below the average of success of the Government schools, which passed 43 per cent. of their candidates. At the middle examination the candidates from the Agra school were fairly successful, 46 per cent. passing. The candidates from the Canning College failed in a discreditable manner. It should be remarked however, with regard to this middle examination, that as it is in many ways not adapted to be a preparation for the high school in these schools, the object of which is to prepare lads for the university, it is necessarily neglected, and in the college at Aligarh pupils are dissuaded from preparing for it. As a general result the year's work of these aided schools appears to have been inferior to that of the zila schools.

90. Last year the results of the entrance examinations of the scholars from the Agra and Aligarh institutions were much above the average of the year; 57 per

cent. of the candidates from the former being successful and 50 from the latter, whereas from the Benares Collegiate School only 37 per cent passed. The Canning College school was very unsuccessful last year.

The results of the middle examination of the scholars from these three institutions were as unfavourable last year as this, whence it is fair to infer that there is a defect in the teaching of the middle course in these schools.

91. The following abstract brings together the results of the public examinations of the candidates from each of the eight classes of schools dealt with in the preceding paragraphs :—

Results of the Public Examination, 1886, of the Scholars in the Anglo-Vernacular Schools.

		Middle.			Entrance.		
		Candidates	Passes	Percentage.	Candidates	Passes.	Percentage.
High ...	State, North-Western Provinces.	475	234	49	211	95	45
	State, Oudh ...	209	97	46	90	36	40
	Mission ...	309	105	34	143	24	17
	Other aided ...	107	53	50	39	14	36
Middle ...	State, North-Western Provinces.	108	72	67	...	...	...
	Mission ...	66	18	27	...	...	...
	Other aided ...	84	38	45	...	...	...
Aided collegiate ...		119	40	34	121	42	35

The superior success of the candidates from the State schools in the North-Western Provinces, and the extent of the failure of those from the schools under the management of missionary societies, is manifest.

92. It will be of interest to ascertain the relative amount of the expenditure on each of these groups from public funds. In the case of the Government schools the expenditure from public funds is the expenditure less the fee income; in the case of the aided schools it represents the grant-in-aid for the year.

	Number of institutions.	Number of scholars	Annual expenditure from public funds.	Incidence per scholar of expenditure.
			Rs.	Rs.
Zila High Schools, North-Western Provinces ...	13	3,950	85,174	21
Ditto, Oudh	11	1,826	47,413	26
Zila Middle Schools, North-Western Provinces ...	12	1,565	35,084	22
Mission High Schools	17	3,987	47,760	12
Committees' High Schools	6	1,363	12,552	9
Mission Middle Schools	11	1,271	10,440	8
Committees' Middle Schools	16	1,578	9,060	5
Government Collegiate School	1	465	12 200	26
Aided Collegiate School	3	970	16,882	17

Thus in the high schools of Oudh the amount of the expenditure debitable to public funds is Rs. 26 a head against Rs. 21 in the North-Western Provinces. In the latter provinces the scholars in middle schools are as costly as those in the high schools. In the Government collegiate school at Benares the State pays Rs. 26 for each scholar, whereas in the aided collegiate schools it pays only Rs. 17. The most liberal expenditure in the other aided schools is on those under missionary management, in which a scholar costs the State Rs. 12 a head, while in the similar class of schools under the management of native committees the cost is only Rs. 9.

The above figures, it should be noted, are taken from the annual inspection reports noticed in paragraphs 59 and 77 above.

The Tahsili and Town Schools.

93. The secondary vernacular schools known as the tahsili, pargana, and town schools are under the general management of the district boards in the same manner as are the village or halkabandi schools. This Department, however, maintains its control over the course of instruction, the conduct of the examinations, and the teachers generally are required to have the approval of the departmental Inspectors. The district Deputy Inspectors of Schools are appointed for the management of these two classes of schools, and the efficiency of their management has to be tested by the results in both.

The tahsili schools, as constituting the principal institutions in which the State has undertaken to give a secondary education to the people in their vernacular, constitute perhaps the most important class of schools with which this Department is connected. The standard up to which they teach is that of the middle vernacular examination held annually by this Department.

94. The main test of the success of these schools is to be found in the number and proportion of the scholars who get beyond the primary stage, *i.e.*, beyond class III, and the number who are successful at the middle examination. In appendix VII I have printed a carefully prepared statement showing, in A, the distribution of the scholars in each of the seven classes of these schools, and in B, the proportion in each class to 100 in the lowest class. The numbers are those found on the last day of November, 1885. The relative progress of secondary education among the people may be seen from the entries under the headings of classes I and II.

The following are the figures for each of the eight divisions forming a Inspector's charge :—

Tahsili and Town Schools.

Division.	*Number of scholars in each class to 100 in class VII, the lowest class.*					
	Class VI.	Class V.	Class IV.	Class III.	Class II.	Class I.
Meerut	45	41	35	29	20	28
Agra	57	57	33	32	24	38
Rohilkhand	58	45	35	33	25	30
Allahabad	47	42	32	27	21	24
Benares	46	44	37	29	25	21
Jhánsi	44	33	24	13	5	9
Kumaun	48	39	22	18	8	6
Oudh	42	40	34	27	23	17
Province ...	48	43	34	28	22	23

Thus for every 100 boys beginning their education in the lowest class, the schools in the Agra Division have 38 to show in the highest class; in Rohilkhand 30; in Meerut 28 ; in Allahabad 24 ; in Benares 21, and in Oudh only 17. The secondary school in the two small divisions of Jhánsi and Kumaun can hardly be considered as more than primary institutions, so very few of the scholars reach the secondary stage. The extremely low standard of the work done in these schools in Jhánsi is disclosed by the fact that out of every 100 scholars in the lowest class only 13 reach the third or upper primary class. On the other hand, the greater success in Agra is again shown by the large proportion of scholars in the upper primary class (No. III) and the lower primary class (No. V). Next in rank to Agra, as measured by these proportions, comes Rohilkhand.

The Oudh schools rank lowest of all in the proportion of the scholars in the upper and lower primary classes as well as in the proportion of those in the middle class. The increasing proportion of scholars in these classes from year to year will form a good test of the success of these schools in inducing the people to allow their boys to attend school to a stage where the instruction given extends beyond the mere elements of reading, writing, and arithmetic. I do not see any reason to suppose that an increased number of entries into the lowest class would not be common to all the six great divisions, and the relative proportions should not be disturbed thereby.

95. In the Meerut Division the highest proportion of scholars in the middle section is found in Bulandshahr, the lowest in Muzaffarnagar. The schools in the Etah district represent a higher standard than those of any other in the province, but those of Muttra in the same division rank very low. In the Rohilkhand Division the Bijnor schools have attained a high standard. In the Allahabad Division, the first rank is taken by the schools in Cawnpore. The lowest position of any district of the great divisions is taken by the schools of Kheri and Gonda in Oudh.

96. As no separate statement was made out last year for these important schools, the statistics of the two years cannot be compared on the basis of these. The comparison must therefore be made between the statistics for the whole of the public elementary schools for boys under the management of the district and municipal boards without distinction. The figures are those compiled for the annual returns required by the Government of India, and show the state of the schools on the 31st March of each year.

Public Secondary Schools for Boys (Vernacular)

Division.	Scholars in middle stage.		Number who passed middle examination	
	1886	1885.	1886.	1885.
Agra	1,231	1,052	236	200
Rohilkhand	1 142	831	145	129
Oudh	1,327	1,102	163	115
Benares	1 209	776	207	121
Allahabad	802	681	156	96
Meerut	730	735	108	136
Jhánsi	84	97	23	20
Kumaun	54	27	2	9
Total ...	6,579	5,301	1,045	826

The number of scholars in the middle section of these schools has increased from 5,301 to 6,579, being an increase of 24 per cent. The percentage of increase in each division is as follows :...

Benares	55
Rohilkhand	37
Oudh	20
Allahabad	17
Agra	

The Meerut Division alone remains stationary. The progress in Oudh, Rohilkhand, and Benares is very remarkable, and will, if continued, speedily place them on a level with Agra, which, as shown above, takes the highest rank in the proportion of scholars in the middle stage. This increase in the number of scholars in the middle stage at the vernacular schools is a most satisfactory sign of the extension of education.

97. Next as to progress as shown by the number of the scholars who passed the departmental examination. The number from the schools throughout the province has increased by 26 per cent., from 826 to 1,045, the ratio of increase in each of the principal divisions being as follows: —

Benares	71
Allahabad	62
Oudh	46
Agra	18
Rohilkhand	12

In the Meerut Division the number of the scholars has diminished. In all the great divisions of the province there has been a very decided extension of vernacular secondary education, except in the Meerut Division, where the above figures indicate a falling off. It should be noted, moreover, that the number of the scholars in the upper primary section of the Meerut schools has also diminished since last year.

98. The quality of the instruction in the schools of each of the six great divisions of the province, as shown by the proportion of the candidates who passed the middle examination, may be gathered from the following abstract :—

	Percentage of passes.	
	1886.	1885.
Allahabad	63	35
Benares	59	35
Agra	54	48
Oudh	51	35
Rohilkhand	38	38
Meerut	37	49

The success of the candidates from Allahabad and Benares is very creditable to the teachers of those divisions, and shows that the standard of instruction attained is now equivalent to that for which the Agra Division has hitherto been pre-eminent. The deterioration in the Meerut Division is explained by the Inspector as due to the general prevalence of malarious fever, to which the Agra Inspector also refers as having checked the progress of education in his division.

99. In the following statement the districts of each division are classed in the order of their success at the vernacular middle examination of 1886 :—

Meerut Division.

	Percentage of successful candidates.	
	1886.	1885.
Meerut	57	68
Muzaffarnagar	53	78
Dehra	40	50
Aligarh	37	48
Bulandshahr	34	49
Saharanpur	9	30

	Percentage of successful candidates.	
	1886.	1885.
Agra Division.		
Mutfra ...	60	43
Fatehgarh...	60	48
Agra ...	59	60
Etáwah ...	52	47
Etah ..	50	49
Mainpuri ...	47	41
Rohilkhand Division.		
Sháhjahánpur	58	67
Budaun	39	39
Moradabad	35	34
Bareilly ...	33	29
Bijnor ...	31	32
Pilibhít ...	26	56
Allahabad Division.		
Allahabad	83	72
Jaunpur ...	77	23
Fatehpur ...	69	57
Cawnpore ...	56	29
Bándá ...	46	26
Hamírpur ...	25	29
Benares Division.		
Ballia ...	79	43
Azamgarh	78	72
Benares ...	69	35
Mirzapur ...	57	27
Gházipur ...	56	35
Gorakhpur	52	26
Basti ...	36	22
Oudh Division.		
Sultanpur ...	94	60
Gonda ...	60	30
Partabgarh	58	36
Lucknow ...	56	26
Unao ...	55	48
Sitapur ...	53	44
Fyzabad ...	52	30
Hardoi ...	52	44
Rae Bareli	44	30
Kheri ...	30	11
Bara Banki	25	27
Bahraich...	15	20

There has been a lowering of the standard of preparation in every district of the Meerut Division. From the schools under the Deputy Inspector of Sahárunpur 34 candidates entered the examination, of whom only three passed—a most discreditable result. In the Rohilkhand Division one district alone, that of Bareilly, shows any improvement; the others have either deteriorated or remained stationary. An improvement is manifest in every district of the other three great divisions, except in Hamírpur and Bahraich.

100. Mr. Lloyd, the Inspector of Schools, Agra Division, calls attention to the relatively inferior position taken by the candidates for the middle examination educated in the schools of the Mainpuri district, and explains that nine out of the 14 middle schools under the district board are village schools which are allowed to prepare one or two boys for the middle examination. These schools should be confined to their proper function of giving primary instruction. There is also in this district a deficiency in the allotment of scholarships to enable deserving boys from village schools to proceed to the town schools. They are left consequently to get what secondary instruction they can in the inferior schools above noticed. Mr. Lloyd is undoubtedly right in endeavouring to concentrate in the tahsíli schools the pupils who wish to prepare for the middle examination.

101. Mr. Deighton, the Inspector of the Rohilkhand Division, who took charge of this part of the province in April, 1885, reports that he is thoroughly well satisfied with all the larger tahsíli schools, except that at Moradabad, which has few scholars on its rolls and these badly taught. The secondary vernacular schools generally of this district have clearly been badly managed by the late Deputy Inspector, whose retirement has now given an opportunity of introducing more efficient management.

102. In the Allahabad Division, under the management of Mr. Dodd, there has been a steady improvement in the standard of education, as shown by the number of scholars who have been declared qualified by the examiners for the middle vernacular standard. When Mr. Dodd first took charge of the division in 1878, 166 candidates appeared at the examination from the tahsíli and town schools, of whom

only 14 were declared duly qualified. In 1885 the candidates numbered 286, of whom 100 passed, and finally at the last examination, out of 249 candidates from these schools no less than 156 passed, the highest proportion of successful candidates in the province.

103. The following return of the number of the boarders in the tahsíli and town schools is of interest. There are no returns of previous years with which it can be compared :—

Statement of the average monthly number of scholars in the boarding-houses attached to the tahsíli, pargana, and halkabandi schools during the year ending with March, 1886.

Division.	Number of boarders.		
	Receiving stipends.	Self-supporting.	Total.
Meerut	33	50	83
Agra	217	100	317
Rohilkhand	6	6	12
Allahabad	187	143	330
Benares	210	378	588
Jhánsi	35	...	35
Oudh	77	199	276
Total ...	765	876	1,641

The boarders come generally from neighbouring villages, where the school course does not extend beyond the upper primary standard. Those shown as receiving stipends are in receipt of small allowances made by the district boards to deserving scholars from the primary schools who wish to continue their studies to the middle stage. It will be seen, however, that more than one-half of the 1,641 boarders receive no aid whatever. The accommodation in the boarding houses attached to these vernacular schools is given free of charge, and the head-masters of the schools are responsible for the management without receiving any additional allowance. The fewness of the boarders in the Meerut and Rohilkhand Divisions is remarkable.

104. The following shows the average annual cost per scholar for the education given in the middle vernacular schools this year and last in each of the great divisions of the province :—

	Annual cost per scholar.	
	1886.	1885.
	Rs.	Rs.
Meerut	4·7	4 8
Agra	4 1	4 3
Rohilkhand	4 1	4·3
Allahabad	4 7	4 5
Benares	4·	4·8
Oudh	6 6	7·1
Province	4 7	5·

The average cost has thus diminished in every division except in Allahabad, where there has been a slight increase. The cost in Oudh is still very high compared with the North-Western Provinces, an excess not yet justified by any superiority of work. It will be seen from the above that an average monthly fee of 3½ annas from each scholar would more than suffice to pay one-half of the expenditure on these schools.

105. During my tour I visited a number of the principal schools of this class in the Rohilkhand and Agra Divisions, and some of these, notably that at Kásganj, I should rank very high as good secondary schools for the people. These schools are rapidly developing into institutions of national importance, and their extension is now checked only for want of funds. The great defect here as in the zila schools lies in the want of properly-trained teachers, and at present money will be better spent on establishing training colleges for teachers on a proper basis than in increasing the number of these schools, for which properly-qualified teachers are not yet available.

Secondary education during the last two years.

106. In the followin abstract is given a general statistical view of the returns of the last two years relating to the secondary education of boys :—

Public Secondary Schools for Boys.

		Number of institutions.	Number of scholars.	Expenditure.				
				Public revenues.	Municipal funds.	Fees.	Endowments, &c.	Total.
				Rs.	Rs.	Rs.	Rs.	Rs.
State	1885	475	42,950	3,22,653	17,783	58,375	11,178	4,09,989
	1886	477	44,762	3,21,095	17,885	62 209	10 782	4,11,971
Aided	1885	76	13,265	1,35,040	15,894	80,037	1,54,765	3,85,736
	1886	92	14,739	1,38,568	17,437	89,610	1,76,246	4,21,861
Unaided	1885	15	1 959	...	...	2,341	20,223	22,564
	1886	18	1,859	...	...	3,768	24,077	27,845
Total	1885	566	58,174	4,57,693	33,677	1,40,753	1,86,166	8,18,289
	1886	587	61,360	4,59,663	35,322	1,55,587	2,11,105	8,61,677

The figures for the two years do not differ materially, the only noticeable feature being the increase in the fee receipts.

B.—PRIMARY SCHOOLS FOR NATIVES.

The Boards' Village Schools.

107. These schools, with very few exceptions, teach only up to the upper primary standard, and those few in which middle classes have been established have not been separated from the primary schools in the following paragraphs.

In order to show the present state of education in the village schools under the management of the district board, I have prepared a statement of the number of scholars in each of the seven classes into which the vernacular course is divided (appendix VIII.) In the following statement the figures for the province are given. It should be noted that the highest class is numbered I, that class III is the highest class of the upper primary section, and class V, of the lower primary section :—

		No. of scholars.	*No. to 100 in class VII.*
Class	I	589	...
,,	II	573	...
,,	III	10,788	12
,,	IV	17,195	20
,,	V	24,824	28
,,	VI	30,877	35
,,	VII	87,578	100
	Total	172,414	...

The extent to which the instruction given in these schools is merely nominal is clearly shown by the above classification. Unless the child progresses as far as class V, the class of the lower primary standard, the instruction he receives can be of little or no benefit to him. But we find from the above abstract that of every 100 scholars enrolled in class VII only 35 reach class VI and but 28 the lower primary standard. That the great majority of the scholars in the lowest class cannot be considered in estimating the work that is being done is obvious.

108. The success of these schools in keeping the scholars who enter in the lowest class until they reach the lower and upper primary classes will afford a fair index of the character of the work. The following shows the proportions for each division of the province :—

Division.	*No. in class to 100 enrolled in the lowest class.*	
	Class V, Lower primary.	Class III, Upper primary.
Agra	38	19
Allahabad	33	14
Oudh	27	14
Rohilkhand	26	12
Meerut	27	11
Benares	26	10
Jhánsi	29	5
Kumaon	20	4
Province	28	12

Thus the schools of the Agra Division show as a whole a higher standard of teaching than those of any other division. Next to these come those of Allahabad and Oudh, and Rohilkhand, Meerut, and Benares rank the lowest of the six great divisions. The details of the distribution returned for each district will be found in appendix No. VIII, where it has been printed for permanent record.

109. The above statistics refer merely to the village schools under the management of the district boards, and show the state of these schools in the middle of the school year. In the following abstracts the statistics for elementary public education refer to the whole of the primary schools under the district and municipal boards as they were found on the 31st March, the date to which all statistics required by the Government of India refer.

The following is a comparative statement for these public elementary schools for boys for the last two years :—

Year ending March 31st.	Scholars in upper primary section.	Scholars in lower primary section.	Total scholars	Passed upper primary examination	Passed lower primary examination.
1886	33,018	135,924	168,942	4,418	12,911
1885	30,293	144,259	174,552	4,538	13,043

The above figures show a falling off in the number enrolled in the lower primary section, but an increase in the number in the upper primary section. It is probable that the decrease in the number is partly due to the greater strictness with which the registers have been overlooked.

It is uncertain how far the increase of 2,725 in the upper primary section may be due to the more complete compliance with the departmental rule that the reconstitution of the classes consequent on the annual examinations should be made before the end of March.

110. The following statement will show the variations in each of the divisions :—

Division.	Scholars in upper primary classes.		Scholars in lower primary classes.		Number passed in the upper primary standard		Number passed in the lower primary standard.	
	1886.	1885.	1886.	1885.	1886.	1885.	1886.	1885.
Oudh	10,273	9,838	35,462	35,962	1,642	1,660	4,062	4,079
Allahabad	5,480	4,368	18,046	18,780	624	518	2,110	2,058
Benares	5,262	4,763	24,992	26,984	488	582	2,301	1,842
Agra	4,826	4,572	15,639	16,666	760	766	1,865	2,076
Rohilkhand	3,035	2,379	14 467	15,891	555	545	1,209	1,362
Meerut	2,844	3,057	16,606	18 345	289	377	1,038	1,205
Kumaon	778	842	7,360	8,070	34	72	71	102
Jhánsi	520	474	3,292	3,561	26	18	255	219

In the Oudh Division, where the rule above referred to was, I believe, strictly complied with, the numbers in each section of the school are almost identical for each year, and the increases in the upper section of the schools are found in the divisions in which the promotions of 1884-85 were in many cases not made until after the month of March In the Meerut Division, however, there is a decided falling off in the attendance in both sections of the school, which is explained by the general sickness in the division.* Taking the figures for the rest of the province, they do not, I think, indicate any marked increase in attendance in the upper section, though there probably has been some increase. In the primary standards of examination we find the same falling off in Meerut as has been noted under other heads. The number of those who passed the examination is higher in Allahabad than last year, while in Oudh, Agra, and Rohilkhand it is nearly stationary. The number of passes in the Benares Division cannot be compared with those of the previous year, owing to considerable change in system introduced by the present Inspector, Pandit Lakshmi Shankar Misra, with my concurrence. The systematization of these primary examinations is a most important matter in connection with elementary education.

* Mr. Constable mentions that in the Bulandshahr district many schools were almost deserted during the months October to December.

111. In the following abstract the relative position of each division and district is shown with reference to the proportion of the scholars who are in the upper primary section and the proportion who were passed in each of the primary standards :—

District.		Percentage of the scholars in the upper primary section.	Percentage of scholars passed in upper primary standard.	Percentage of scholars passed in lower primary standard.
Agra ...	Mainpuri	27	3	9
	Etah	25	5	11
	Etáwah	25	6	13
	Agra	24	3	6
	Fatehgarh	23	4	8
	Muttra	19	2	8
	Total ...	24	4	9
Allahabad ..	Hamírpur	29	5	11
	Cawnpore	25	2	10
	Bánda	24	2	7
	Jaunpur	22	2	9
	Allahabad	22	3	10
	Fatehpur	20	2	8
	Total ...	24	3	9
Oudh ...	Sultanpur	28	5	11
	Partabgarh	27	6	11
	Rae Bareli	26	4	12
	Fyzabad	25	5	9
	Lucknow	24	4	8
	Unao	24	4	10
	Sitapur	22	4	9
	Gonda	22	4	9
	Bahraich	20	4	10
	Hardoi	19	1	6
	Bara Banki	18	2	6
	Kheri	16	2	5
	Total ...	23	4	9
Rohilkhand ...	Budaon	23	4	8
	Bijnor	22	5	9
	Bareilly	16	3	5
	Sháhjahánpur	16	2	8
	Moradabad	12	2	5
	Pilibhít	16	4	6
	Total ...	17	3	7
Benares ...	Ballia	23	3	11
	Gházipur	23	2	10
	Gorakhpur	18	1	7
	Azamgarh	16	2	8
	Basti	15	1	8
	Benares	14	1	5
	Mirzapur	13	1	6
	Total ...	17	2	8
Meerut ...	Aligarh	18	2	7
	Bulandshahr	17	1	6
	Dehra	15	3	8
	Meerut	15	1	3
	Muzaffarnagar	14	3	7
	Saháranpur	7	0 4	4
	Total ...	15	1	5
Jhánsi ...	Jhánsi	16	0·3	6
	Lalitpur	14	1	5
	Jalaun	12	1	8
	Total ...	14	1	7
Kumaon ...	Garhwál	14	0 3	0 5
	Tarái	14	*Nil.*	*Nil.*
	Kumaon	8	0·4	1
	Total ...	10	0·4	1

The close similarity between the proportions under each heading in the divisions of Agra, Allahabad, and Oudh is, no doubt, due to the fact that each of these three divisions has had the advantage of systematic management for many years by its own Inspector. The division of Meerut is shown to have attained the lowest standard of the six great divisions, and in one of its districts, Saháranpur, elementary education is at the very lowest level.

112. The relative success of the vernacular schools, tahsili, town, and village, in each of the six great divisions may be compared as in the following table :—

Division.	Number of scholars in middle class to 100 in lowest class.	Number of scholars in upper primary class to 100 in lowest class.	Percentage of passes to candidates at middle examination.
Agra	38	19	54
Rohilkhand	30	12	38
Meerut	28	11	37
Allahabad	24	14	63
Benares	21	10	59
Oudh	17	14	58

Thus, middle education is most advanced in Agra and least in Oudh ; primary education is also most advanced in Agra, and in Allahabad and Oudh about on the same level ; Meerut and Benares are most backward. In the departmental examination the Allahabad Division was most successful, and least of all the Meerut Division.

113. The inspections of the boards' schools in the Meerut Division were made by Munshi Piare Lal, the Assistant Inspector, Mr. Constable, the Inspector, being occupied with the annual examination of the European schools of the whole province. The following is the result of his examinations of the schools in the six districts :—

District.	*Upper primary standard.*			*Lower primary standard.*		
	Number examined.	Number passed.	Percentage passed.	Number examined	Number passed.	Percentage passed.
Dehra	24	5	21	82	26	32
Saháranpur	44	8	18	323	82	25
Muzaffarnagar	52	4	8	138	45	33
Meerut	154	30	19	506	166	33
Bulandshahr	112	4	4	338	44	13
Aligarh	266	40	15	525	96	18
Total ...	652	91	14	1,912	459	24

The above result indicates an extremely low standard of efficiency in the tuition of the upper primary stage in every district in the division. Out of 652 scholars who were presented by the Deputy Inspectors as having completed the upper primary course, only 91 were considered by the Inspector to have attained the full standard. After making every allowance for the prevalence of sickness, it cannot but be admitted that the result is extremely disappointing. The result in the lower primary examination, though not so hopelessly bad, is yet very unsatisfactory. Out of 1,912 scholars presented by the Deputy Inspectors as having completed the course, only 459 were found to have attained the standard. These figures confirm former statistics, which tended to show that the vernacular education in this division is in a very backward condition. It should be noted, however, that this and the Benares Division are the only ones in which the village schools have been subjected to an examination by an active native Inspector of Schools, and that from the absence of any definite standard for the examinations the results of the two divisions cannot be accurately compared.

114. The following statement shows the result of the inspections conducted by Pandit Lakshmi Shankar Misra, in charge of the Benares Division since April, 1885 :—

District.	*Upper primary standard.*			*Lower primary standard.*			Remarks.
	Examinees.	Passed.	Percentage.	Examinees.	Passed.	Percentage.	
Azamgarh	336	94	28	635	362	57	In this statement those only are considered to have passed who passed in *all* subjects. Many more than those were actually promoted.
Benares	156	17	11	419	93	22	
Ballia	208	102	49	592	393	66	
Basti	128	36	28	345	196	57	
Gorakhpur... ...	290	73	25	617	223	36	
Ghazipur	204	77	38	460	299	65	
Mirzapur	151	16	10	364	121	33	
Total ...	1,473	415	28	3,432	1,687	49	

In the upper primary standard the Ballia district shows itself to be the best district in the division, and the result is, under the circumstances, very creditable to the Deputy Inspector, Munshi Balkishn Lal The result in Ghâzipur, Azamgarh, and Basti is also creditable, and the same may be said of Gorakhpur, considering the size of the district which the Deputy Inspector has to examine The two districts of Benares and Mirzapur failed almost as badly as the districts of the Meerut Division. The result in the Benares district is extremely discreditable: out of 156 scholars presented as having completed the upper standard only 17 were found fit to be passed. In the lower primary standard the results of the examination are, notwithstanding the higher percentage, even more discreditable to the management of the schools of this district. In the remaining districts the lower examination indicates much the same standard of instruction as the higher.

One result of the Benares Inspector's tour was that he found no less than 156 schools which he considered should be closed as having little more than a nominal existence, and which, with reference to the existing demand for education and the number of efficient teachers available, it was not expedient to re-establish in another village. The other Inspectors of the North-Western Provinces also refer to this subject, and in the Meerut and Agra Divisions schools have been closed. It should be noted in connection with these schools of the Benares Division that the Deputy Inspectors of both Benares and Mirzapur have been removed, their incapacity for the work having been amply demonstrated The excellent work of the Deputy Inspectors of Ballia and Azamgarh, Munshi Balkrishn Lal and Munshi Akbar Khan, deserves special remark.

Pandit Lakshmi Shankar Misra reports that he found the instruction given in arithmetic very defective, and that as a rule history, geography, and the sanitary primer are learnt by rote without intelligence. The one subject which he found well taught was Hindi. The great need in these schools is improved method in teaching. He found a large number of false registers, and in many cases boys were made to represent others absent. He considers a large proportion of the boys in the lowest class (50 per cent. of the whole) are merely nominal attendants of the schools entered by the masters to swell the rolls.

115. Mr. Lloyd, the Inspector of Schools in the Agra Division, points out in his report that the number of schools under his inspection which teach up to the upper primary standard has nearly doubled during the last seven years, and he is quite justified in stating that the range and character of these institutions are advancing and improving steadily, though of course slowly. Taking the ratios of the number of scholars in the upper primary section to the number in the lower primary section at intervals of several years, we find them as follows :—

In 1876	1 to 9
„ 1882	1 to 5
„ 1886	1 to 3 2

Moreover, in considering these figures it must be borne in mind that between 1882 and 1886 the standards of the upper and lower primary classes were raised, and they are now, Mr. Lloyd thinks, as high as he would venture to raise them. The progress in the standard of tuition as shown by the above figures must be considered as eminently satisfactory. Mr. Lloyd writes : —" The teachers are not as well qualified, the boys are not as regular in attendance, and the school-houses are not as spacious or as solidly built as one would wish ; but remembering what the schools were ten and twenty years ago and knowing what they are now, I can see very distinctly that a great improvement has taken place in the character of the instruction. The teachers adhere more closely to the curriculum laid down, and the boys in consequence do their work much more accurately than they used; and another fact is very observable, boys do not now hang so long in the two lowest classes, but pass through the various class standards at a much earlier age than formerly. The schools have many defects, but it ought not to be urged against them, as I have often seen it urged, that boys learn absolutely nothing, at any rate nothing useful. Boys learn reading, writing, and ciphering fairly well, and that is a very useful amount of education, and all that, according to some, the State is called upon to provide." During my tour I examined many of the village schools in the principal districts of the Agra Division, choosing rather schools which were reported by the Deputy Inspectors to be in a fairly satisfactory condition, and I am able to state that I quite agree with Mr. Lloyd's opinion regarding the work that is being done by the good village schools, which are numerous in his division.

With regard to the work of the year under report, Mr. Lloyd states that he found the pupils less well prepared for his annual examinations than last year, owing to the general prevalence of sickness during the quarter preceding.

116. Mr. Deighton, who took over charge of the Rohilkhand Division for the first time in April, 1885, reports that he inspected 254 schools with an aggregate of

2,261 scholars, and expresses himself as disappointed with their condition. He formed his estimate by a comparison with the schools of the Benares Division which he inspected during the previous season. In the districts of Azamgarh, Ghâzipur, and Gorakhpur the schools were superior to those of most, if not all, districts of Rohilkhand: the boys were smarter and better trained, the teachers had more energy and a better notion of what a school should be. In the Rohilkhand Division he found a drowsiness, which required to be shaken off, which must be ascribed to the defective supervision of the Deputy Inspectors, of none of whom can Mr. Deighton speak highly except those of Bijnor and Shâhjahânpur. My own impression of the inferiority of the village schools in this division, derived from a comparison of those of Bareilly and Budaun with those of the Agra Division, is the same as that of Mr. Deighton.

The following valuable remarks and criticisms by Mr. Deighton point to the great need of a good system of training teachers, without which these elementary schools can never be raised to really efficient popular institutions: —

"I have already referred to the unintelligent system of examination in practice among the subordinate inspecting officers, by which I was so much struck during my recent tour. Some of these officers were of course better than others; but with the large majority of them examination was a lifeless and wooden thing, and it was lifeless and wooden not in respect to any one subject, but in respect to every subject, whatever its character. Literature, history, geography; works practical like the sanitary primer, and works imaginative such as the *Ramayana* or the *Bostan*, were all treated with a treadmill monotony that could not possibly awaken the slightest interest in the examinee, nor, I should have thought, have satisfied the dullest examiner. If it was literature, the most usual proceeding was to ask nothing more than the meaning of a string of words, the answers being received with much the same appreciation, whether they were right or wrong. The idea of trying to find out whether the boy had understood what he had been reading, whether he had any conception of the general gist of a book or a chapter of a book, whether he could accurately render a phrase or a peculiar idiom, whether on any point he had acquired information which might be of benefit to him whether he could make use of the vacabulary he had acquired, whether, in short, he was an intelligent human being or the merest of parrots, seemed to be quite beyond the examiner's care or ability. If history is the subject, the date of a king's accession, the number of his sons, the family he belonged to, the list of names forming the dynasty of which he was a member, the battles he had fought, the misfortunes he had suffered,—such details to the ordinary Deputy Inspector constitute history. To him it is a veritable book of kings, and humanity of any lower grade seems worth no consideration. Even with this limitation, it might be expected that the examiner should direct some attention to the objects which these kings had in view, the causes which led to their battles, their treatment of their subjects, their character as men, the nature of their laws, the reforms they introduced, the sources of their wealth, their attitude towards different religions, the public works they executed, the ways in which they used their revenues, their system of government, and a hundred other topics of interest. It might also be expected that he should concern himself with things lower than the divinity of a king; that he should recognise the existence of poets, philosophers, statesmen; that he should have something to ask and to tell of the changes of various kinds that have from to time taken place in the condition of the people; that some reference should be made to the material progress of the country; that attention should be drawn to the numerous nationalities that constitute such a geographical expression as India, to the admixture of different peoples, different customs, different religions, as a result of conquests, immigrations, commerce; that something should be said of the characteristics of the inhabitants of different regions as affected by climate, by physical conformation of country, by descent; that some effort should be made to bring down history from the clouds and unreality and present it to a boy's understanding as a matter with which he has a real concern. But if history is treated in a way which looks as though the intention was to make it nauseous, I am not sure that geography does not fare worse. As a rule, an examiner, when that examiner is a Deputy Inspector, is satisfied if a boy can enumerate the chief cities, rivers, mountains, bays and lakes of a country: if he can also point them out on a map, the summit of excellence is reached. Anything that creates an inquiring interest, anything that makes geography more than a list of names and a canvas picture, seems a matter not dreamt of in the Deputy Inspector's philosophy. What manner of men they are who inhabit the various divisions of an empire or of an hemisphere as shown in that picture matters nothing; what the race to which they belong, what the climate they enjoy, for what they are specially renowned; of what kind the products, the manufactures, the sources of wealth of a country; what the manner of life, the customs, the character of religion, the national peculiarities, the form of government, the population; whether a people is highly civilized or sunk in the lowest state of barbarism; how the shape and figure of a tract of country has been affected by the action of rivers or the convulsions of nature; from what causes one country has become commercial, another relies mostly on its manufactures, a third on its capacities for producing grain supplies—such topics, it seems, are outside the scope of examination. I am quite aware that most of the manuals in our schools are to the last degree barren, that a book like the *Aínd Târikh Numa* or the Middle Class Geography, is but an epitomidion of an epitome, the merest scaffolding, the skeleton of a body that needs to be clothed with flesh; and for this, as for other reasons, I have often thought that no history or geography should be taught in any but the highest class of our vernacular schools. I am also aware that the ability and learning to be purchased for Rs. 8 or 10 a month cannot be of a very high order. But the Deputy Inspectors cost us a good deal more than this sum, and are or ought to be far above the capacity of the teachers whose schools they inspect. They have read and, we will hope, thought about something more than is contained in the books put into the hands of a village schoolboy; and I am convinced that if their examinations were of a more intelligent character, the teaching they test would improve proportionately. The reason why those examinations are what they are is plain. They are conducted solely with the view of writing a *kaifiyat* at the end of the day. But the Deputy Inspector should in his way be a *teacher* as well as an inspecting and reporting officer. He should by his examinations teach the masters as well as the boys. To do this, however, requires some trouble. I do not expect the Deputy Inspector to be always ready without preparation to propound a number of questions that shall interest the examinee and really test his knowledge and intelligence. But I do expect him to prepare for his examinations as every lecturer prepares for his lectures, though not of course in so elaborate a way. Many years ago I remember Mr. Kempson telling me that, when Inspector, he had compiled for his own use a manuscript book of more than a thousand questions on a variety of subjects; and Mr. Lloyd, I believe, has proceeded on the same plan. If, then, men in their position and with their education thought it not beneath them to prepare in this way for the examination of a village school, it is scarcely too much to ask of a Deputy Inspector that he should go through something like the same preparation. He may not have the necessary leisure for an elaborate formality of this kind. Nor, for fear of his stereotyping his questions, is it perhaps advisable that he should go through it. But in his marches he will have constant opportunity for thinking over the subjects in which his next examination is to be held, and of framing questions that shall take his examinees out of the dull routine of a dreary manual. Doing this persistently, he will before long be rewarded by the better among his teachers imitating his example so far as lies in their power: and I can even conceive the boys of a school looking forward with pleasure to an inspection in

which they will be told something new and will have an opportunity of showing their intelligence as well as their industry. Another complaint which I have to make against most Deputy Inspectors is the slovenly complacency with which they receive inaccurate answers to their questions, and the small effort they make to explain what is imperfectly understood It seems enough to many of them that they have asked their question: whether any answer, or what kind of answer, is received matters comparatively little. No doubt by such a process they get over the ground more quickly, and Deputy Inspectors have no much time to spare No doubt, too, such a method is a saving of trouble But its evil effect upon both the master of the school and his pupils it would be difficult to exaggerate We are now gradually getting a better type of Deputy Inspector, and it may be that the faults I have pointed out will not be found in them. But it is as well for them to know that their method of examination will be tested as carefully as any other detail of their work, and that proper inspection does not consist only in visiting a school, however frequently they may make their rounds."

117 An increase both in the absolute number of scholars in the upper section of the village schools of the Allahabad Division, as well as in the ratio of these to the number of scholars in the lower section, is shown in the table given in para. 110. The scholars in the upper section have increased from 4,368 to 5,480, and the ratio is now 1 scholar in the upper section to 3 3 in the lower, against 1 to 4·3, the present ratio being precisely that noticed above in the case of the schools in the gra Division. Some of this increase may be due to the cause noticed at the end of para. 109 Mr. Dodd, the Inspector, notices especially the improvement of the schools in the Fatehpur district He found the instruction more efficient, a greater equalization of the classification, and more correct registers. Names of habitual absentees are struck off, and the actual attendance has increased. A system has been introduced into this district by which an increase of salary is given to teachers whose efficiency and usefulness is proved by the success of their schools, and this has roused old teachers to energy and attracted some good men from other divisions. The credit of the improvement is due to Munshi Pran Sukh, the Deputy Inspector, who has been aided by Mr. Growse, the Magistrate, who himself visited a majority of the schools of the district.

Mr. Dodd notices the high proportion of the scholars in the upper primary class of the 73 village schools of the Hamirpur district. Throughout the province the average number in this class in 12 to every 100 in the lowest class, and in the Allahabad Division the proportion is 14 In the schools of Hamirpur, however, we have 25 scholars in the upper primary class to 100 in the lowest—a proportion only equalled by the districts of Farukhabad, Etáwah, and Etah. The special attention of Mr. Dodd was called to this peculiarity in Hamirpur, and he has verified the accuracy of the figures during his examination of the schools. The schools have had for some years the advantage of an active supervision by the Magistrate, Mr. Twigg, who was acquainted from personal inspection with the state of most of the village schools in the district.

118. In the Oudh Division the number of scholars in the upper primary stage has increased from 9,838 to 10,273, and the proportion of the scholars to those in the lower stage from 1 to 3 6 to 1 to 3 4, almost the same proportion as that found in the Agra and Allahabad Divisions. The annual examinations in this division under the code of rules drawn up by Mr. Nesfield are now conducted very systematically. I was present at centre examinations in the Lucknow and Bara Banki districts and was much impressed by the excellence of the system. The defects, much those indicated by Mr. Deighton in his remarks quoted in para. 116 above, are such as can only be remedied by a preparatory training of teachers and the introduction of improved text-books. The general organization of the centre examinations by Munshi Ambika Prasad, Deputy Inspector of Lucknow, was admirable.

Mr. Nesfield, however, noticed in his inspection of this district a deterioration in several of the schools—a result which was distinctly brought out, moreover, by the Deputy Inspector himself in his annual examinations. In September and October there was much sickness among the children, and the schools were but thinly attended. But the deterioration must, no doubt, be partly ascribed to the absence of Munshi Ambika Prasad from his district. He returned only in August, and during the important months of November and December was much occupied in collecting the educational exhibits for the Colonial Exhibition in London—a duty which, I should note, he performed excellently. Mr. Nesfield also points out that the rule which compels the Deputy Inspector to attend the monthly meetings of each of the local or tahsili boards is very detrimental to his proper work. I agree with the Inspector that no advantage accrues from this practice to compensate for the loss of his supervision over explain the work of the schools.

The inspection of the Bara Banki schools did not give a satisfactory result, but here, too, the Inspector notices that there was much sickness during the rains. The former Deputy Inspector, Abdul Jalil Khan, left the district in August, and his permanent successor did not take over charge until January. These causes, no doubt, the deterioration noticed.

Mr. Nesfield himself examined a large number of the schools in the Unao district and notices the excellent progress they have made under the management of the

Deputy Inspector, Pandit Kesho Prasad. This officer is one of the ablest and most zealous Deputy Inspectors of these provinces. He examined a school in my presence and did it in a very efficient manner. The school was especially noticeable for the excellence of the appliances and the general appearance of good discipline and management among the boys.

Mr. Nesfield's inspection of the Sitapur district showed that at least 12 of the schools were badly conducted and that the teachers generally were underpaid. It is evident that there has been an attempt made to maintain more schools than the funds admit of, and that the abolition of some of the worst schools with a view to obtaining the means of increasing the salary of the teachers in those which are to be maintained would be an improvement.

The same defect was found by Mr. Nesfield in the Hardoi district, and he devoted much time to its re-organization. This district had the misfortune to be long in the charge of a Deputy Inspector of a most inefficient type who retired last August. As long as he was in charge the Inspector considered it useless to endeavour to place the schools upon a more satisfactory footing, and its schools remained more numerous and worse than those of any district in Oudh. The upper primary class numbered but 9 scholars to 100 in the lowest class, the average for Oudh being 14. The method of inspection of the late Deputy Inspector is thus described by Mr. Nesfield, and I fear we have still many more to whom the description would apply:—"His sole idea of school management was to stride over fields and roads, some 30 to 40 miles a day, to make a rapid inspection of some 3 or 4 schools, to reduce the teacher's pay to a pittance that scarcely sufficed to keep body and soul together, to patronize uncertificated in preference to certificated and abler men, to keep up the largest possible number of schools at the lowest possible cost, and to write a few superficial and pointless remarks in the visitors' book, without stopping to see whether his last orders had been complied with, or to take any serious and well-considered steps for putting things on a better footing."

Mr. Nesfield spent the whole of February in the district, occupied in re-organizing the village schools. He found the number of schools too large for the income available for their support, and 14 have accordingly been abolished by the Board. He has also made arrangements to improve the teachers by passing them through the normal school course.

In the *Kheri* district 14 schools were inspected by Mr. Nesfield, and he mentions having found two so bad that he recommended their abolition. The school near Aurangabad is reported to be one of the largest and best in Oudh. Generally, the management of the Deputy Inspector, Maulvi Muhammad Sajjad, has been successful.

In the Gonda district the number of schools has been increased by the establishment of certain special schools for the education of the sons of Barwars, a tribe of hereditary thieves. These schools are said to have been attended with some success under the management of the Deputy Inspector, Pandit Jugal Kishor. The state of the remaining districts of Oudh is reported as favourable.

During the year Mr. Nesfield introduced a Code of regulations for the management of the Deputy Inspectors' offices, which have now for the first time been placed on a uniform basis throughout Oudh. A meeting of the principal Deputy Inspectors was held during Christmas week for the consideration of points connected with this subject.

119. No special remarks regarding the village schools in the Jhánsi and Kumaun Divisions are called for: they remain much as last year.

Aided Vernacular Primary Schools.

120. The schools of this class aided by the Department through the District Boards numbered this year only 57, with an average attendance of 1,772 scholars, giving an average of 31 scholars to each school. These institutions are mostly branches of missionary schools and vary much in number from time to time. The supervision over these schools is almost entirely in the hands of the Deputy Inspectors of Schools, and is susceptible of much improvement. A system of payment by results, instead of the usual fixed grant, was applied last season to some schools of this class in Rohilkhand. The schools are in connection with the Mission of the American Methodist Episcopal Church at Moradabad. The Board of Education of the Society report that they consider "the system of grant-in-aid as adopted in the small schools of Rohilkhand on the basis of results in examination will issue in great good." and they suggest that, as far as convenient, the system be extended to other schools in place of the allotment of a fixed grant. It is premature yet to report on the system, which, however, it is hoped, may admit of extension to indigenous schools as well as to other schools under the missionary societies.

General Statistics of Primary Schools.

121. The following is a general statement of the primary education of native boys during the last two years:—

Public Primary Schools for Native Boys.

	Number of institutions.		Number of scholars.		Expenditure. From public revenue.		Municipal funds.		Fees.		Endowments, &c.		Total.	
	1885.	1886	1885.	1886.	1885.	1886.	1885	1886.	1885.	1886.	1885	1886.	1885.	1886.
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs	Rs.	Rs.
State ...	4,968	4,915	168,669	169,687	4,94,860	4,89,288	21,407	19,074	4,453	3,739	2,710	2,605	5,23,430	5,14,706
Aided ...	115	93	6,409	4,964	24,217	17,270	3,494	5,396	10,864	4,749	21,038	19,603	69,613	47,219
Unaided ...	56	46	1,311	1,607	...	...	...	...	357	421	8,727	7,649	9,084	8,070
Total ...	5,139	5,054	176,389	176,258	5,19,077	5,06,558	2,4901	24,470	15,674	8,909	51,475	30,057	6,02,127	5,69,994

The difference in the figures for aided primary schools is due mainly to the classification of many schools among the secondary institutions and to the change in the distribution of some grants. If we take the figures for the aided primary and secondary schools together we have:—

	Number of schools.	Amount of grants.
		Rs.
1885	191	1,59,257
1886	185	1,55,838
Difference	—6	—3,419

See para. 4.

SECTION V.—SCHOOL EDUCATION—SPECIAL.

Normal Schools.

122. No change in the constitution or management of the ten normal schools was introduced during the year, though in August a conference was held by the Inspectors of Agra, Oudh, and Allahabad, and Professor Hill, with a view to the improvement of these institutions. The scheme drawn up by those gentlemen, however, was left in abeyance owing to the necessity of restricting expenditure. It will be taken up when the state of the finances is more favourable.

The following abstract shows the work of the year:—

Abstract of Results of Examination of Normal Schools, 1886, North-Western Provinces and Oudh.

School.	Number of candidates examined.	Number passed. First class.	Second class.	Total.	Number failed in Language.	Mathematics.	History and Geography.	Art of teaching and Physical Science.
Normal School, Meerut	102	22	11	33	40	59	55	48
Ditto, Agra	42	35	7	42	...	...	...	...
Ditto, Bareilly	90	21	32	53	23	17	18	26
Ditto, Allahabad	58	25	20	45	3	5	7	13
Ditto, Benares	41	20	14	34	1	7	4	...
Ditto, Jhánsi	11	4	3	7	1	4	1	1
Ditto, Lucknow	31	...	7	7	13	24	18	6
Ditto, Sitapur	39	3	9	12	8	21	16	3
Ditto, Gonda	31	2	22	24	1	4	4	4
Ditto, Rae Bareli	35	1	6	7	11	26	10	7
Total ...	480	133	131	264	101	167	133	108

The examination of each school is conducted by the Inspectors independently of one another, so that there is necessarily some difference in the standards. We find

accordingly that of the 136 pupil-teachers examined by the Oudh Inspector, only 50, or 37 per cent., were qualified, while the Inspector of the Agra Division certified every one of his 42 candidates. Similarly the Inspector of the Meerut Division passed only 33 out of 102, while in the Allahabad Division 78 per cent. were passed, and in the Benares Division 83 per cent. The result of the examination of the pupil-teachers of the Lucknow Normal School was extremely unsatisfactory : out of 31 no less than 24 failed in Mathematics. The irregularity in these results point to the need of a provincial standard for these schools.

In the case of the normal schools of Oudh, it should be noted that as the students are required to take up both forms of the vernacular, the difficulty of passing the examination is greater than in the North-Western Provinces. The number of failures that occur every year is ascribed to the difficulty presented by the second language. It certainly is, as Mr. Nesfield remarks, a considerable artificial difficulty thrown in the way of popular education, that "two vernaculars possessing characters so entirely different as the Persian and Nagri should be so widely current in Upper India. There is scarcely a village in which the residents all write the same character, and hence there is much to be said in defence of those who, in order to put an end to this discrepancy, and thus to silence the conflicting but irreconcileable claims of Urdu and Nagri, would supersede both of the vernacular characters by the substitution of the Roman character in their place."

123. The only normal classes under the Department for women were at Pihani in the Hardoi district and at Misrikh in Sitapur. In each of these there were two pupil-teachers only under instruction. One teacher was, however, sent out for employment during the year. But Mr. Nesfield notes that the female schools in Lucknow under Miss D'Abreu supply the want to some extent, and stipends are given to girls who are likely to become teachers after leaving school. Arrangements are also made at the Lal Bagh Girls' School, under the American Mission, and the Sigra School, belonging to the London Mission at Benares, for training women as teachers. But, as Mr. Nesfield remarks, "there cannot be much demand for female normal schools until there is a brisker demand for female education itself, and until a higher degree of success has been obtained than the customs of the country would warrant to expect within the near future."

It should be noted here that in last year's returns the secondary school for girls at Sigra abovementioned was classed as a *special* school because it professes to train some girls to be teachers. This year it has been included among the secondary schools. As the annual grant for this institution amounts to Rs. 2,400, there is a diminution of the expenditure under the head of Aided Normal Schools to this amount.

124. The following is a comparative statement of the statistics of these schools for the last two years :—

Special Schools for Men.

	Number of institutions.		Number of students.		Expenditure.									
					From public revenues.		Municipal funds.		Fees.		Endowments, &c.		Total.	
	1885.	1886	1885.	1886	1885.	1886.	1885	1886.	1885.	1886.	1885.	1886.	1885.	1886.
					Rs.	Rs.	Rs.	Rs	Rs	Rs.	Rs.	Rs.	Rs.	Rs.
State ...	21	29	956	1,245	48,639	51,521	...	...	947	2,486	142	15	49,728	54,022
Aided ..	2	3	63	157	1,200	1,200	...	60	...	147	1,818	2,477	3,018	3,884
Total...	23	32	1,019	1,402	49,839	52,721	...	60	947	2,633	1,960	2,492	52,746	57,906

Of these special schools 11 in 1885 and 19 in 1886 were schools for patwáris, which, though examined by the Deputy Inspectors under this Department, are managed by the Department of Agriculture and Commerce.

Two of the aided special schools are the normal school in connection with the American Mission at Bareilly and the Christian school at Gorakhpur, where children are taught boot-making and field-work at the Church Mission establishment. The third school is the Orphans' Asylum at Benares, maintained by subscriptions and a municipal grant of Rs. 60. It is under the management of a Hindu gentleman.

SECTION VI.—EDUCATION OF NATIVE GIRLS.

Schools maintained by District Boards.

125. The education of girls in schools under the Code of regulations for European schools is dealt with under Section VII. The following comparative statement is for *public elementary schools for girls (vernacular)* :—

Year ending with 31st March.	Number of schools.	Number of scholars in class III.	Number of scholars in class IV	Number of scholars in class V.	Total scholars.	Total expenditure.	Cost per scholar.
						Rs.	Rs.
1886	170	31	188	261	3,796	18,153	4·7
1885	169	41	143	363	3,860	17,847	4·6

The attendance in classes VI. and VII., the nursery classes, cannot be taken into account, as it is impossible to say how far the instruction in these classes is genuine. Taking the remaining three classes, we find there has been, on the whole, a decrease of 67 scholars. The other statistics of the two years are almost identical. The statistics for each division are given in the following abstract It will be seen that it is only in the Oudh, Agra, and Rohilkhand Divisions that any large number of girls progress beyond the extremely elementary instruction of class V.

Public Elementary Schools for Girls (Vernacular).

Division.	Number of institutions.	Number in class III.	Number in class IV.	Number in class V.	Total scholars.	Total expenditure.	Cost per scholar.
						Rs.	Rs.
Meerut	18	...	5	13	360	1,843	5·1
Agra	31	...	45	69	656	2,349	3·5
Rohilkhand	40	11	43	82	963	4,076	4·2
Benares	17	3	9	10	371	2,017	5·4
Allahabad	9	...	7	18	150	846	5·6
Jhánsi	2	...	...	5	49	277	5·6
Kumaun	4	...	1	...	147	424	2·8
Oudh	49	17	78	64	1,100	6,321	5·7
Total ...	170	31	188	261	3,796	18,153	4·7

126. Of the eighteen public elementary schools for girls in the Meerut Division, four are in the Bulandshahr district and ten in Aligarh. With regard to the former the Inspector reports that many of the girls, though entered as present from day to day, were found never to attend the schools, and the names of some of them still appeared in the registers, although they had left for their husbands' houses months, and in a few cases years ago. The Inspector remarks on the incompetence of the mistresses and states it as his opinion that the Deputy Inspector ought to have recommended the closing of the schools long ago. With regard to the ten Aligarh schools, the Inspector reports that three of them existed on paper only, but that some of the others were found to be doing fairly. He shows, however, that of the 187 girls enrolled in these schools, only five are in the upper primary stage.

127. Mr. Lloyd reports generally that the 31 public elementary schools for girls in the Agra Division are in an unsatisfactory state. Very little is taught in them and no progress is made, and all the attempts at educating girls through these schools he considers to be very disappointing.

128. Mr. Deighton considers there is not a single important school of this class in his division, although he returns no less than 40 in existence. The following extract, however, from a report by Mr. Nugent, Officiating Magistrate, on a girls' school maintained by the municipality at Pilibhit, is more hopeful :—"Present, 43 girls out of 62, of whom 19 were behind the *parda*. It is the only good girls' school I have seen in these parts. The girls are all Musalman. Nearly all the girls' fathers are in trade. The mistress . . . is not, as I have generally found to be the case, the sister or cousin or aunt of the zemindar in whose house the school assembles, and who derives the additional advantage of getting rent enough for the veranda to pay for the whole house. The school is really a *bonâ-fide* one and reflects great credit on all concerned."

129. Regarding these schools in the Allahabad Division, Mr. Dodd reports that 'they are all more or less unreal: names are borne on the rolls for absurdly long periods, and the girls never appear at any examination and are accounted for as *parda-nashin;* pupils seldom get beyond the two lowest classes, and the very little learnt is of no use to them. "People generally decline to allow their girls to read under the tuition of men, and most of the female teachers who have been obtained have not proved satisfactory in morals. Indeed, the only good and at all successful female teacher in Cawnpore is a young woman who was educated in a *halkabandi* boys' school." The girl is a Rajput of respectable connections, and arrangements have now been made to allow her a stipend and give her the education she desires in the secondary stage.

130. Pandit Lakshmi Shankar Misra states that he was satisfied with what he saw of these schools in the districts of Benares and Mirzapur.

131. Of the 49 schools in the Oudh Division, 11 are in Lucknow and under the supervision of Miss D'Abreu, Deputy Inspectress of Girls' Schools. Mr. Nesfield reports well of their efficiency, which is due to the care bestowed upon them by Miss D'Abreu. He states that they have supplied the mission schools with several teachers. In other Oudh districts the Inspector found some good work being done by these schools.

132. Munshi Sohan Lal, the Inspector of the Jhánsi Division, reports that both the schools in his division are doing badly, and considers that they are a useless expense.

133. The efforts that have hitherto been made to spread education among women by means of these schools, maintained from district funds, have almost completely failed, and it will be for the district boards, who are now responsible for the maintenance of these institutions, to consider whether they should not withdraw aid entirely from institutions from which no adequate return is forthcoming, and which from their ill-success rather tend to check than further the education of women.

Aided Schools for Native Girls.

134. The following are the statistics of the *aided* schools of the same class :—

Primary Schools for Girls (Vernacular) aided by the Department or District and Municipal Boards.

Year.	Number of institutions.	Number of scholars.			Expenditure.				Cost per scholar.
		In upper primary stage.	In lower primary stage.	Total.	From public funds	Municipal funds.	Other sources.	Total	
					Rs.	Rs.	Rs.	Rs.	Rs.
1885	136	196	3,966	4,162	15,295	733	27,568	43,596	11·2
1886	158	210	4,302	4,512	19,574	1,130	34,532	55,236	12·3

There has been a slight increase in the number of the scholars who have reached the upper primary stage, but the proportion to those in the very lowest stage of instruction is not perceptibly improved—to every 100 girls in the lower primary stage we still have but five in the upper primary.

There has been an increase in the expenditure from public funds on these aided schools, and a considerable increase in the expenditure from private sources,—chiefly from the funds of the various missionary societies.

The very high cost per head of the girls in these schools, compared with that shown for the schools under public management, is due to the charges on account of the superintendence of the ladies connected with missionary societies.

135. There were also eight schools of this class in which some English instruction was given to 718 girls, of whom 98 were in the upper primary section. The total expenditure in these schools was Rs. 13,427, or Rs. 21 per scholar. Last year the statistics of these schools were included with those of primary schools for Europeans, and consequently no comparison can be made. One of these institutions, the Bengali Girls' School at Lucknow, Mr. Nesfield reports to be one of the best primary girls' schools he has seen in this part of India. The others are maintained by the various missionary bodies for the education of Christian girls. The chief of these is the Christian Orphanage at Agra, which receives a grant of Rs. 100 a month, and

is doing excellent work. The education given to the girls in this institution comprises reading and writing Urdu, with a little Hindi if the girls wish, arithmetic up to the compound rules and easy rule of three, and a little geography. A few of the girls, however, go through a preparatory course for the secondary school at Sigra, Benares, where 14 orphan girls from this institution are now being educated. Much needle-work, knitting, &c., is also taught in the school, and the elder girls receive some instruction in household matters. Mr Lloyd mentions that out of eight aided schools for girls on the estates of the Raja of Mainpuri, only three now remain—all, he considers, very poor and inefficient. They have no one to look after them but the Deputy Inspector, who considers them, *even as Girls' Schools*, in a very low and unsatisfactory condition.

136. In the Rohilkhand Division Mr. Deighton found the girls' schools under the American missionary societies doing excellent work, and recommends that all possible assistance should be given them.

137 Miss D'Abreu reports a marked improvement in the condition of the aided schools in Lucknow, and notes that out of a roll of 286 no less than 252 girls are Muhammadans.

Secondary Schools for Girls.

138. Omitting the schools for Europeans, we returned last year five schools of this class, against nine this year. This increase is due to the addition of two branches to the Almora mission schools, to the recognition of the Girls' Boarding School at Moradabad as a secondary school, and the transfer of the Girls' School at Sigra (Benares) from the heading "special school" to this class, to which it was found properly to belong.

I give below the full statistics for these schools. They form the nucleus of a system of secondary education for girls which, with the increased care now bestowed upon the education of the Native Christian community, will, I think, develope into an important educational factor.

Secondary Schools for Girls under Private Management.

Class of institution.	Number of institutions.	Scholars.							Expenditure.				
		High stage		*Middle stage.*		*Upper primary stage.*		Total.	Public Revenues.	Fees.	Other sources.	Total.	Cost per scholar.
		Number.	Percentage.	Number.	Percentage.	Number.	Percentage.						
									Rs.	Rs.	Rs	Rs	Rs.
1. A.-V. School, Lalbagh ...	1	9	7·7	24	20·6	25	21·5	116	1,200	333	2,631	4 164	34·1
2. A.-P. Boarding School, Dehra	1	6	6·1	16	16 4	24	24·7	97	1,800	740	3,963	6,503	69·9
3. Girls' Orphanage School, Bareilly.	1	...	...	23	8·4	61	22·4	272	2,400	...	3,477	5,877	21·0
4 Female Boarding School, Sigra	1	2	1·9	13	12·8	31	30·6	101	2,400	520	3.194	6,114	65·0
5 7. Mission Schools, Almora	3	5	7 3	3	4·4	14	20·5	68	...	...	1,500	1,500	22 0
8. Girls' Boarding School, Moradabad.	1	...	...	15	13·8	29	26·8	108	720	...	1,500	2,220	20·1
9 Chopra Mission School ..	1	...	...	10	20·4	6	12·2	49	540	...	540	1,080	23·4
Total ...	9	22	2·7	104	12·8	190	23 4	811	9.060	1,593	16,805	27,458	33·8

The most advanced of these schools is undoubtedly the Lal Bagh School at Lucknow, which has nine girls in the high stage and 24 in the middle stage, and has succeeded this year in passing two of its scholars at the entrance examination of the Calcutta University. Of the 116 scholars in this school, however, 44 are returned as Eurasians, the rest being Native Christians. In the Dehra school all the scholars but seven are returned as Native Christians. Three girls from this school attempted to pass the entrance examination this year, but failed.

139. The excellent boarding school for Christian girls at Moradabad, under the management of Mrs. Parker, deserves special notice. The institution belongs to the American Methodist Episcopal Church Mission, whose primary schools are now

scattered throughout Rohilkhand. Girls in the primary schools who show any special aptitude for learning are removed to the central boarding school at Moradabad and educated up to the middle vernacular standard and given instruction in domestic economy. The whole of the household work is, as far as possible, performed by the girls themselves under the supervision of Mrs Parker and the ladies of the mission. I was much struck with the intelligent and well-cared-for appearance of the girls and with the method and orderliness which prevailed throughout the institution. Mr. Deighton writes that he was especially pleased with this school. The influence of this excellent institution is now spreading beyond the circle of the Native Christians, and young ladies from respectable families in Moradabad attend as day-scholars, and doubtless derive much benefit from their intercourse with Mrs Parker and the devoted ladies who assist her. At present the best work which is being done in the cause of education of women in these provinces is to be found in these schools, and we must apparently look, for some time yet, to them as the chief means of its extension. It should be noted however that, as reported by Mr. Lloyd, early marriage is almost as great a preventive to secondary education among Native Christian girls as it is among natives of other religions.

140. From the above summary it appears that the vernacular *primary* schools for girls maintained by the District Boards out of public funds are doing little or no work, and are condemned as ineffective and unreal by all the Inspectors except Mr. Nesfield, who has found a few doing well. Among the aided schools of this class we find education almost stationary, large numbers of girls nominally learning, but only five in every 100 getting beyond the lowest classes In the Lucknow district, where the schools have the advantage of the superintendence of a special Inspectress, some advance is, however, noticed. It is only in the schools of the Anglo-vernacular class and a few missionary middle schools for Christian girls that any amount of real work is being done. Among these we have some excellent institutions, from which we may hope to obtain educated native women who will become the chief instruments of extending instruction among their fellow-countrywomen. It is clear that efforts to extend education among the people, until we have trained female teachers available to put in charge of the schools, will be attended with little or no success. At present the best course will be to aid the schools managed by ladies connected with missionary societies.

SECTION VII.—EDUCATIONS OF SPECIAL CLASSES.

Muhammadans.

141. No special arrangements are made in these provinces for the education of Muhammadans The annexed comparative statement of the races and creeds of the scholars in our public schools will show that they now attend in fair proportion:—

Statement of Race and Creed of Scholars in Public Schools on 31st March, 1886.

MALES.

Race or creed.		In colleges.	In secondary schools.	In primary schools.	Total.
Hindus	1885 ...	885	46,075	157,460	204,420
	1886 ...	963	47,279	152,231	200,473
Muhammadans	1885 ...	126	13,555	26,459	40,140
	1886 ...	125	13,898	24,821	38,844
Native Christians	1885 ...	7	861	873	1,741
	1886 ...	12	954	605	1,571
Europeans and Eurasians	1885 ...	22	931	468	1,421
	1886 ...	21	1,000	163	1,184
Others	1885 ...	1	51	136	188
	1886 ...	...	14	34	48
Total ...	1885 ...	1,041	61,473	185,396	247 910
	1886 ...	1,121	63,145	177,854	242,120

FEMALES.

Race or creed.		In secondary schools.	In primary schools.	Total.
Hindus	1885 ...	34	4,914	4,948
	1886 ...	40	5,111	5,151
Muhammadans...	1885 ...	...	2,969	2,969
	1886 ...	...	3,068	3,068
Native Christians	1885 ...	541	1,146	1,687
	1886 ...	727	1,041	1,768
Europeans and Eurasians	1885 ...	776	124	900
	1886 ...	901	173	1,074
Others	1885 ...	3	2	5
Total ...	1885 ...	1,354	9,155	10,509
	1886 ...	1,668	9,393	11,061

The above statement shows that the total number of the Hindus and Muhammadans attending our public schools has varied but little since last year. The diminution of the numbers in the primary schools is due, no doubt, to the general sickness to which the Inspectors of Meerut, Agra, and Oudh refer in their reports. The secondary schools, situated chiefly in the towns, show an increased attendance of both classes, the rate of increase being 2·5 per cent in each case. In the colleges the number of Muhammadans has remained stationary, whereas the number of the Hindu students has increased from 885 to 963. The difference in the figures for the Europeans and Eurasians is due to a re-classification of the schools frequented by these classes, which have this year for the first time been placed under a special Code.

The total number of Europeans and Eurasians returned in public schools was 2,321 last year against 2,258 this.

Wards' Institute.

142. A special institute for the residence of wards attending the college was opened this year at Agra. It is under the Court of Wards (Board of Revenue), not this Department.

Schools for Europeans and Eurasians.

143. The special schools for Europeans and Eurasians were this year brought under the *Code of Regulations for European Schools* issued by the Government of India under Resolution No. $\frac{4}{145-55}$ of 9th June, 1885. Mr. Constable, the Inspector of Schools in the Meerut Division, was appointed a sa Special Inspector of these schools throughout the province, an Assistant Inspector being placed under him to inspect the vernacular schools of the Meerut Division.

The Code of Regulations is mainly on the lines adopted by the Education Department in England for the distribution of its grants-in-aid, and the guiding principle is that known as payment by results. The *attendance* grant consists in a fixed rate payable for every scholar in average attendance, without any reference to the quality of the instruction given. An *instruction grant* is given for each scholar who passes in one of the seven standards into which the school course is distributed, a certain sum being earned by passing in the *elementary* subjects, that is, in reading, writing, and arithmetic; a further sum by passing in *class* subjects, that is, in English literature, history, geography, mathematics, elementary science, and needle-work, and an additional sum by passing in the *special* subjects, *viz.*, an Indian or European language, botany, or drawing. Grants per scholar are also allowed for discipline and organization, (2) for singing, (3) for drill, (4) for object lessons, and (5) for boarders, the amount within the maximum being determined by the opinion which the Inspector forms of the efficiency or otherwise of the school. Thus the grant payable to each school is made to depend upon the number of the scholars and the efficiency of the instruction.

144. As the grants to these schools had been originally made with but slender reference to these details, and remained fixed while the school itself advanced or declined, it was to be expected that the introduction of the Code would cause a considerable change in the redistribution of the grants. To prevent any too sudden reductions, many schools were allowed to draw much higher grants than they earned under the Code, it being understood, however, that the relaxation of the conditions was for the year only, and that the Code would be fully enforced next year.

145. The schools are placed in three classes—the primary schools, in which there was no standard above the Fourth, the middle, in which the highest standard was the Seventh, and the high schools in which the Inspector found scholars preparing for matriculation The high standard of the Code has not yet been adopted by any of the schools, and consequently no grants were earned under article 28. But in lieu of this, grants were made to the high departments at the following rates :—

			Rs
To schools with an average attendance of from 5 to 9 scholars in the high stage		...	600
Ditto	ditto	from 10 to 14	720
Ditto	ditto	from 15 and upwards	840

146. The general financial result may be seen from the following abstract :—

	Former grant.	Revised grant.	Incidence per scholar of former grant.	Incidence per scholar of revised grant.
	Rs.	Rs.	Rs.	Rs.
Boys.				
High	28,680	24,131	47 8	40·2
Middle	10,920	9,425	28·2	24 3
Primary	6,480	6,900	25 7	27 4
Total ...	46,080	40,456	37 2	32 7
Girls.				
High	8,400	7,406	46·7	41 1
Middle	18,516	16,197	43·1	37·1
Primary	360	664	14 4	26 6
Total ...	27,276	24,267	42 9	38·2
GRAND TOTAL ...	73,356	64,723	39·1	34 5

Thus the grants to these schools have been reduced by Rs 8,633. The primary schools alone have gained anything ; all others have received diminished grants. The introduction of this system has produced a considerable reduction ; but from what I have seen of the working of the Code, I think the grants which can be earned under it are ample for the support of these schools, and its application has appeared harsh only in the case of those schools which had been receiving aid quite out of proportion to the amount of work they were doing, for example the Canning Girls' School at Agra, in which the old grant was at the rate of Rs. 122 per scholar, the average incidence in schools of the class being only Rs. 43.

147. The following abstract gives the general figures for the attendance at these schools. In some of the girls' schools boys also attend, and *vice versâ*.

Distribution of Scholars in European Schools.

Class of school.	Number of schools.	Average daily attendance.					Number presented for examination in each standard.							
							Primary.				*Middle.*			
		In high stage.	Middle stage.	Primary stage.	Infants.	Total.	I.	II.	III.	IV.	V.	VI	VII.	Total.
Boys' Schools.														
With scholars in high stage...	7	60	186	326	28	600	42	78	78	109	78	49	42	476
Middle schools ...	9	...	75	218	94	387	31	66	66	45	53	13	10	284
Primary „ ...	11	...	...	164	88	252	71	45	50	42	...	...	...	208
Total ...	27	60	261	708	210	1,239	144	189	194	196	131	62	52	968
Girls' Schools.														
With scholars in high stage ..	2	14	43	104	19	180	38	21	27	28	20	14	6	154
Middle schools ...	8	...	103	293	34	430	56	72	105	101	43	51	18	446
Primary „ ...	1	...	..	18	7	25	6	8	8	...	...	...	...	22
Total ...	11	14	146	415	60	635	100	101	140	129	63	65	24	622
GRAND TOTAL ...	38	74	407	1,123	270	1,874	244	290	334	325	194	127	76	1,590

NOTE —Standard I. is the lowest standard. All scholars below standard I. are classed as infants.

The progress made from year to year will be shown by the increased number of the scholars classed in the secondary stages : at present out of 1,590 scholars in the standards only 76, or less than 5 per cent., have reached the highest form of the middle stage. The falling off in the numbers in the highest form of this stage is very sudden.

148. The new Code is under trial, and whether or not it will prove a success cannot be decided from the experience of the first year of its working, when its provisions have been considerably modified in the final allotment of grants. But the tendency of the system is undoubtedly to improve the instruction in the schools by prescribing for them definite standards and tests and giving a strong stimulus to improved teaching. Generally the system has been acceptable to the managers and head-masters of schools, though in the cases of the schools which have hitherto received disproportionate grants complaints of the curtailment of their resources have of course not been wanting.

149. With regard to the high departments of these schools, for which liberal grants are provided under article 28 of the Code, Mr. Constable points out that high departments consisting of three or four scholars cannot remunerate the managers for the additions to the staff. A high department, however, of some fifteen scholars, he thinks, might be maintained ; for, if two of them passed in all the compulsory subjects, three of them in four, and four in three, the yearly grant payable would be Rs. 1,000, and this result, he considers, may be fairly expected from a well-conducted high department.

150. Before leaving the subject of these 38 special schools, it will be of interest to show the total expenditure incurred upon them and the proportion of this met from State funds. The expenditure as returned by the Inspector of European Schools is as follows :—

	Rs.	Per cent.
From endowments	1,50,513	45
„ fees	1,11,622	33
„ subscriptions	4,647	1
„ municipal funds	3,680	1
Total from private resources	2 70,462	80
State grant	64,723	20
Total	3,35,185	100

Taking the average attendance in these schools as 1,874, we have an average annual cost of Rs. 179 per scholar, or nearly Rs. 15 a month. Of the total expenditure, 80 per cent. is derived from endowments, fees, and voluntary contributions, and the remaining 20 per cent. from State and municipal funds.

151. As a knowledge of the detailed results of the Inspector's examinations is of importance to the managers of these schools, I have printed in appendix IX four tables giving the principal statistics for each school separately.

E. WHITE,

The 2nd October, 1886. *Director of Public Instruction, N.-W. P. and Oudh.*

APPENDICES TO REPORT ON PUBLIC INSTRUCTION FOR 1885-86.

I.—Result of the Calcutta University Entrance Examination of 1886.

II.—Result of the Middle Examination, 1886, Anglo-vernacular Branch.

III.—Result of the Middle Examination, 1886, Vernacular Branch.

IV.—Circular on the inspection of Zila Schools.

V.—Inspectors' statistics of Zila Schools under above Circular.

VI.—Circular on the inspection of Aided Anglo-vernacular Schools.

VII.—Classification of scholars in the *tahsili* or town schools.

VIII.—Classification of scholars in the *halkabandi* or village schools.

IX.—Four tables giving the statistics of schools under the Code of Regulations for European Schools.

APPENDIX No I.

Results of the Calcutta University Entrance Examination, 1886.

District.	Number of candidates.	Number passed. Division I.	Division II.	Division III.	Total.	Percentage of total passes.
A.—Government Schools.						
Meerut	11	...	2	2	4	36·4
Aligarh	13	1	6	...	7	53·8
Muttra	10	...	2	...	2	20
Etáwah	13	...	4	2	6	46 2
Moradabad	17	3	3	4	10	58 8
Bareilly	29	1	9	5	15	51·7
Sháhjahánpur	9	...	1	1	2	22·2
Allahabad	45	4	10	8	22	48 9
Cawnpore	9	...	1	...	1	11·1
Bánda	4	1	1	...	2	50
Jaunpur	4	...	1	...	1	25
Benares	40	3	10	7	20	50
Mirzapur	7	1	1	1	3	42·9
BaraBanki	9	...	2	1	3	33·3
Unao	9	...	2	2	4	44 4
Sitapur	6	...	2	...	2	33·3
Kheri (Lakhimpur)	7	...	...	1	1	14·2
Hardoi	10	...	2	1	3	30
Fyzabad	14	...	5	2	7	50
Gonda	7	...	1	...	1	14 3
Bahraich	4	...	3	...	3	75
Rae Bareli	8	...	1	...	1	12 5
Sultanpur	9	...	5	1	6	66·7
Partabgarh	7	1	2	2	5	71·4
Total ...	301	15	76	40	131	43 5
B.—Aided Schools.						
Agra College	40	1	5	4	10	25
Jai Narain's College, Benares	3	...	1	...	1	33 3
London Mission College School, Benares ...	13	...	2	2	4	30 8
Bengali Tola Preparatory School, Benares ...	5	...	2	...	2	40
St. John's College, Agra	12	1	2	...	3	25
Victoria College, Agra	5	...	3	...	3	60
St. Peter's College, Agra	3	1	1	...	2	66 7
M. A. O. College, Aligarh	39	3	5	7	15	38·5
Christ Church School, Cawnpore	7	...	...	...	...	...
Memorial School, Cawnpore	5	...	1	...	1	20
Boys' High School, Allahabad	4	1	1	...	2	50
Girls' High School, Allahabad	2	1	...	...	1	50
London Mission High School, Mirzapur ...	8	...	...	...	...	...
Church Mission School, Jaunpur	6	1	...	...	1	16·6
Victoria School, Gházipur	16	...	2	1	3	18·8
Mission High School, Gházipur	14	...	2	3	5	35 7
Ditto, Azamgarh	5	...	1	...	1	20
Ditto, Gorakhpur	18	...	3	...	3	16·7
Ditto, Meerut	4	...	1	1	2	50
Ditto, Almora	11	...	1	...	1	9
Ditto, Dehra Dún	1	...	...	...	...	...
Ditto, Saháranpur	4	...	1	...	1	25
Ditto, Mainpuri	3	...	...	...	...	...
Diocesan Boys' School, Naini Tal	4	...	...	...	...	...
Ditto Girls' School, ditto	2	...	1	...	1	50
St. George's College, Mussoorie	9	3	2	1	6	66 7
Training School, Dehra Dún	3	...	...	1	1	33 3
American Mission School, Allahabad ...	9	...	1	1	2	22 2
St. Fidelis' School, Mussoorie	2	...	...	1	1	50
Girls' High School, Cawnpore	7	2	1	...	3	42 9
Anglo-vernacular School, Ballia	7	...	3	1	4	57·1
Canning College, Lucknow	37	5	7	3	15	40·5
Lyall College School, Balrampur	3	...	...	1	1	33 3
Church Mission School, Lucknow	6	...	...	...	...	...
A. M. Centennial School, Lucknow	12	...	...	...	...	...
Girls' High School, Lal Bagh, Lucknow ...	2	1	1	...	2	100
Girls' Boarding School, Dehra	3	...	...	...	...	...
Total ...	384	20	50	27	97	29
C.—Unaided Schools.						
Kuch Behar Training School, Benares ...	9	...	...	...	...	...
Mussoorie School	4	3	...	...	3	75
Kayastha Pathshala, Allahabad	8	...	1	1	2	25
Mission School, Farukhabad	5	...	...	1	1	20
Total ...	26	3	1	2	6	23 1
D.—Other Candidates.						
Private candidates	58	...	1	3	4	6 9
Grand Total ...	719	38	128	72	238	33·1

APPENDIX No. II.

Result of the Middle Class Anglo-vernacular Examination, 1886.

Division.	District.	Number of candidates examined.	Passes. Division I.	Division II.	Division III.	Total.	Percentage.
	I.—Government Schools, A.						
Meerut ...	Saháranpur	12	3	6	...	9	75
	Muzaffarnagar	5	...	3	1	4	80
	Meerut	22	3	6	1	10	45·4
	Bulandshahr	13	2	4	1	7	53 8
	Aligarh	19	6	8	2	16	84 2
	Total ...	71	14	27	5	46	64·9
Agra ...	Muttra	35	2	12	4	18	51 4
	Farukhabad	15	2	4	5	11	73 4
	Mainpuri	16	...	11	4	15	93·7
	Etáwah	46	2	12	5	19	41·3
	Etah	9	1	3	5	9	100
	Total ...	121	7	42	23	72	59·5
Rohilkhand ...	Bijnor	13	...	3	1	4	30 7
	Moradabad	15	1	9	...	10	66 6
	Budaun	8	1	3	2	6	75
	Bareilly	56	5	13	5	23	41
	Shéhjahánpur	22	1	8	3	12	54·5
	Total ...	114	8	36	11	55	48·2
Allahabad ...	Allahabad	95	2	10	23	35	36 8
	Fatehpur	9	...	5	2	7	77·7
	Cawnpore	42	2	19	2	23	54·7
	Hamírpur	5	1	1	1	3	60
	Bánda	21	2	13	1	16	76 1
	Jaunpur	20	2	9	1	12	60
	Total ...	192	9	57	30	96	50
Benares ...	Benares	45	8	9	2	19	42·2
	Mirzapur	22	1	7	2	10	45 4
	Total ...	67	9	16	4	29	43·4
Jhánsi ...	Jalaun	4	1	1	...	2	50
	Jhánsi	8	...	3	...	3	37 5
	Lalitpur	6	...	3	...	3	50
	Total ...	18	1	7	...	8	44·4
Oudh ...	Unao	9	...	5	...	5	55 5
	Bara Banki	16	1	3	2	6	37·5
	Sitapur	17	1	2	3	6	35 2
	Hardoi	22	3	6	2	11	50
	Kheri	15	1	8	...	9	60
	Fyzabad	27	7	8	5	20	74
	Bahraich	15	1	5	1	7	46 6
	Gonda	22	1	5	1	7	31·8
	Rae Bareli	25	...	...	4	4	16
	Sultanpur	21	1	10	1	12	57
	Partabgarh	20	4	6	...	10	50
	Total ...	209	20	58	19	97	46 4
	Grand Total, Govt. Schools ...	792	68	243	92	403	50·9

APPENDIX No. II.

Result of the Middle Class Anglo-vernacular Examination, 1886—(continued).

Division.	District.	Number of candidates examined.	Passes.				
			Division I.	Division II.	Division III.	Total.	Percentage.
	II.—Aided Schools, B.						
Meerut ...	Dehra Dún	16	...	1	2	3	18 7
	Saháranpur	26	...	7	4	11	42 3
	Meerut	25	2	7	2	11	44
	Aligarh	14	1	6	2	9	64·2
	Total ...	81	3	21	10	34	41·9
Agra ..	Agra	106	5	39	11	55	51·8
	Farukhabad	14	...	2	1	3	21 4
	Mainpuri	5	...	2	...	2	40
	Total ...	125	5	43	12	60	48
Rohilkhand ...	Moradabad	10	...	1	...	1	10
	Budaun	5	...	3	...	3	60
	Bareilly	7	...	1	3	4	57·1
	Sháhjahánpur	9	...	4	1	5	55·5
	Pilibhit	4	...	2	1	3	75
	Total ...	35	...	11	5	16	45·7
Allahabad ..	Allahabad	56	1	3	13	17	30 3
	Cawnpore	18	...	8	...	8	44·4
	Bánda	5	...	1	...	1	20
	Jaunpur	10	...	3	...	3	30
	Total ...	89	1	15	13	29	32·3
Benares ...	Benares	40	2	7	7	16	40
	Azamgarh	19	...	3	2	5	26·3
	Ballia	18	2	10	1	13	72 2
	Basti	3	...	...	...	...	...
	Gorakhpur	46	1	6	3	10	21·7
	Gházipur	59	2	14	11	27	45 7
	Mirzapur	9	...	2	1	3	33 3
	Total ...	194	7	42	25	74	38·1
Jhánsi ...	Jalaun	6	...	2	2	4	66·6
	Jhánsi	5	1	2	1	4	80
	Total ...	11	1	4	3	8	72·7
Kumaun ...	Kumaun	43	...	6	2	8	18 6
	Garhwál	16	...	1	1	2	12 5
	Total ...	59	...	7	3	10	16·9
Oudh ...	Lucknow	102	1	14	12	27	26·4
	Bahráich	1	...	...	...	...	...
	Gonda	8	...	1	...	1	12 5
	Total ...	111	1	15	12	28	25·2
	Grand Total, Aided Schools ...	705	18	158	83	259	36·7

APPENDIX No. II.

Result of the Middle Class Anglo-vernacular Examination, 1886—(concluded).

Division.	District.	Number of candidates examined.	Passes				
			Division I.	Division II.	Division III.	Total.	Percentage.
	III.—Private Candidates, C.						
Meerut ...	Saháranpur	6	...	2	...	2	33 3
	Muzaffarnar	3	...	1	...	1	33·3
	Meerut	17	...	1	...	1	5·8
	Bulandshahr	5	...	...	...	...	...
	Aligarh	12	...	2	...	2	16·6
	Total ...	43	...	6	...	6	13·9
Agra ...	Muttra	32	1	1	3	5	15 6
	Agra	22	...	3	...	3	13 6
	Farukhabad	24	1	4	...	5	20
	Mainpuri	17	...	4	1	5	29 4
	Etawah	10	...	...	1	1	10
	Etah	6	...	...	...	...	...
	Total ...	111	2	12	5	19	17·1
Rohilkhand ...	Bijnor	5	...	1	...	1	20
	Moradabad	25	3	5	2	10	40
	Budaun	4	...	1	...	1	25
	Bareilly	15	1	...	...	1	6·6
	Pilibhit	2	...	...	...	...	..
	Total ...	51	4	7	2	13	25·4
Allahabad ...	Allahabad	82	4	12	9	25	31 6
	Fatehpur	6	...	1	...	1	16·6
	Cawnpore	15	1	2	1	4	26·6
	Hamírpur	6	1	2	...	3	50
	Bánda	3	...	...	...	...	...
	Jaunpur	5	...	1	...	1	20
	Total ...	117	6	18	10	34	20·5
Benares ...	Benares	32	...	6	3	9	28·1
	Azamgarh	2	...	1	...	1	50
	Bailia	3	...	2	...	2	66·6
	Basti	5	...	...	...	...	...
	Gorakhpur	3	...	...	...	...	...
	Gházipur	10	2	...	...	2	20
	Mirzapur	10	...	1	...	1	10
	Total ...	65	2	10	3	15	23
Jhánsi ...	Jalaun	4	...	1	...	1	25
	Jhánsi	4	1	1	...	2	50
	Lalitpur	2	...	1	...	1	50
	Total ...	10	1	3	...	4	40
Kumaun ...	Kumaun	...	...	...	...	...	...
	Garhwál	1	1	...	...	1	100
	Total ...	1	1	...	..	1	100
Oudh ...	Lucknow	32	3	2	1	6	18·7
	Unao	6	1	...	...	1	16·6
	Bara Banki	3	...	1	...	1	33 3
	Sitapur	1	...	...	1	1	100
	Hardoi	4	.	...	...	...	...
	Kheri	6	1	3	...	4	66·6
	Fyzabad	25	2	5	2	9	36
	Bahraich	9	...	2	1	3	33 3
	Gonda	1	...	...	...	...	...
	Rae Bareli ... ,	15	...	1	3	4	26 6
	Sultanpur	7	...	1	1	2	28·5
	Partabgarh	4	...	...	...	...	...
	Total ...	113	7	15	9	31	27·6
	Grand Total, Private Candidates ...	511	23	71	29	123	24·
	Grand Total, all classes, N.-W. P. and Oudh.	2,008	109	472	204	785	39·1

APPENDIX No. III.

Result of the Departmental Examination (Vernacular), 1886.

District.	URDU.						HINDI.						Total candidates.	Total passes.	Percentage of passes.
	Number of candidates	Number who passed.			Total.		Number of candidates.	Number who passed.			Total.				
		Division I.	Division II.	Division III.	Absolute number	Percentage.		Division I.	Division II.	Division III.	Absolute number.	Percentage.			
							A.—Government Schools.								
Azamgarh ...	14	10	3	...	13	92 86	42	10	18	3	31	73 80	56	44	78 57
Benares ...	4	1	1	1	3	75·00	12	3	4	1	8	66·67	16	11	68 75
Ballia ...	6	2	1	...	3	50 00	27	6	14	3	23	85 18	33	26	78 78
Basti ...	10	1	2	...	3	30 00	34	2	11	...	13	38 24	44	16	36 36
Gházipur ...	23	8	6	...	14	60 87	41	12	9	1	22	53·66	64	36	56 25
Gorakhpur ...	26	3	7	...	10	38·46	70	14	23	3	40	57·14	96	50	52 08
Mirzapur ...	17	...	6	...	6	35 29	25	4	12	2	18	72·00	42	24	57·14
Total, Benares Division.	**100**	**25**	**26**	**1**	**52**	**52·00**	**251**	**51**	**91**	**13**	**155**	**61·75**	**351**	**207**	**58·97**
Jalaun ...	10	1	4	...	5	50·00	13	...	6	2	8	61·54	23	13	56 52
Jhánsi ...	3	1	1	...	2	66·67	14	...	4	2	6	42 86	17	8	47·06
Lalitpur ...	...	...	...	...	...	...	5	...	1	1	2	40·00	5	2	40·00
Total, Jhansi Division.	**13**	**2**	**5**	**...**	**7**	**53·85**	**32**	**...**	**11**	**5**	**16**	**50·00**	**45**	**23**	**51·11**
Allahabad ...	43	16	20	4	40	93·02	11	2	2	1	5	45·45	54	45	83·33
Bánda ...	8	1	4	1	6	75·00	16	1	4	.	5	31 25	24	11	45 83
Cawnpore ...	2	...	...	...	...	...	53	6	19	6	31	58 49	55	31	56 36
Fatehpur ...	7	2	1	1	4	57·14	38	9	16	2	27	71 05	45	31	68·89
Hamirpur ...	5	...	1	...	1	20·00	27	1	4	2	7	25·93	32	8	25·00
Jaunpur ...	15	3	7	...	10	66·67	24	5	14	1	20	83·33	39	30	76 9
Total, Allahabad Division.	**80**	**22**	**33**	**6**	**61**	**76·25**	**169**	**24**	**59**	**12**	**95**	**56·21**	**249**	**156**	**62·65**
Bara Banki ...	31	3	5	...	8	25 86	1	...	...	...	...	...	32	8	25 00
Bahraich ...	12	...	2	...	2	16·67	1	...	...	...	...	...	13	2	15·38
Fyzabad ...	20	4	5	2	11	55 00	1	.	...	...	...	...	21	11	52·38
Gonda ...	14	4	4	...	8	57 14	1	...	1	...	1	100·00	15	9	60·00
Hardoi ...	46	8	18	4	25	54·35	6	...	2	...	2	33·33	52	27	51 92
Kheri (or Lakhimpur).	10	...	3	...	3	30 00	...	...	...	...	...	...	10	3	30 00
Lucknow ...	44	6	13	6	25	56 81	2	...	...	1	1	50 00	46	26	56·52
Partabgarh ...	25	1	12	2	15	60 00	1	...	...	...	...	...	26	15	57·69
Rae Bareli ...	24	4	7	...	11	45 83	1		...	...	...	..	25	11	44·00
Sultanpur ...	14	5	7	1	13	92·86	2	...	2	...	2	100·00	16	15	93 85
Sitapur ...	26	1	9	3	13	50 00	4	1	2	...	3	75 00	30	16	53 33
Unao ...	39	7	13	...	20	51·28	6	3	1	1	5	83·33	45	25	55 55
Total, Oudh Division.	**305**	**38**	**98**	**18**	**154**	**50·5**	**26**	**4**	**8**	**2**	**14**	**53·8**	**331**	**168**	**51·1**
Aligarh ...	31	3	8	2	13	41 94	65	6	13	4	23	35·46	96	36	37 50
Bulandshahr ...	87	2	17	12	31	35 63	9	...	1	1	2	22 22	96	33	34 37
Dehra Dun ...	5	...	2	...	2	40·00	...	...	..	...	...	...	5	2	40 00
Meerut ...	29	6	11	...	17	58 62	1	...	...	...	...	...	30	17	56·67
Muzaffarnagar,	32	5	9	3	17	53·13	...	...	...	...	...	...	32	17	53 13
Sahárunpur ...	32	1	2	...	3	9·38	2	...	...	...	...	...	34	3	8 84
Total, Meerut Division.	**216**	**17**	**49**	**17**	**83**	**38·43**	**77**	**6**	**14**	**5**	**25**	**32·49**	**293**	**108**	**36·86**

APPENDIX No. III.

Result of the Departmental Examination (Vernacular), 1886—(concluded).

District.	URDU.						HINDI.						Total candidates.	Total passes.	Percentage of passes.
	Number of candidates.	Number who passed: Division I.	Division II.	Division III.	Total: Absolute number.	Total: Percentage.	Number of candidates.	Number who passed: Division I.	Division II.	Division III.	Total: Absolute number.	Total: Percentage.			
A.—Government Schools—(concld.)															
Bareilly ...	76	4	12	8	24	31·58	3	...	..	2	2	66·67	79	26	32·9
Bijnor ...	92	3	18	8	29	31·52	3	1	...	...	1	33·33	95	30	31·58
Budaun ..	61	3	15	6	24	39 34	...	...	...	...	...	...	61	24	39·34
Moradabad ...	51	2	11	5	18	35·29	...	...	...	...	...	...	51	18	35·29
Pilibhít ...	21	...	4	2	6	28·57	2	...	...	...	...	...	23	6	26 09
Sháhjahánpur ..	67	5	28	5	38	56·72	4	1	1	1	3	75 00	71	41	57 75
Total, Rohilkhand Division.	368	17	88	34	139	37·77	12	2	1	3	6	50·00	380	145	37·89
Agra ...	9	...	4	1	5	55 56	47	1	21	6	28	59·57	56	33	58·93
Etah ...	77	14	23	2	39	50·65	50	8	15	1	24	48·00	127	63	49 61
Etáwah ...	5	...	1	...	1	20·00	75	2	26	18	41	54 67	80	42	52·50
Farukhabad ...	23	11	3	1	15	65 22	42	6	11	7	24	57 14	65	39	60 00
Mainpuri ..	8	1	2	...	3	37·50	41	3	12	5	20	48·78	49	23	46·94
Muttra ..	8	...	4	...	4	50·00	52	7	19	6	32	61 54	60	36	60 00
Total, Agra Division.	130	26	37	4	67	51·54	307	27	104	38	169	55·05	437	237	54·00
Garhwál ...	...	...	...	...	...	...	6	...	1	...	1	16 67	6	1	16 67
Kumaun ...	...	...	...	...	...	...	7	...	...	...	...	...	7	...	...
Tarái ...	4	...	1	...	1	25·00	2	...	...	...	...	...	6	1	16·67
Total, Kumaun Division.	4	...	1	...	1	25·00	15	...	1	...	1	6·67	19	2	10 53
Grand Total, N.-W. P. and Oudh.	1,216	147	337	80	564	46 38	889	114	289	78	481	54·11	2,105	1,045	49 64
Division.						*B.—Aided Schools.*									
Benares ...	57	6	11	2	19	33·33	7	...	1	...	1	14 29	64	20	31 25
Jhánsi ...	1	...	...	...	...	...	1	...	...	...	..	...	2	...	...
Allahabad ...	12	1	4	2	7	58 33	1	...	...	...	...	...	13	7	53 85
Oudh ...	11	...	5	1	6	54 55	1	...	...	...	...	...	12	6	50 00
Meerut ...	11	...	2	...	2	18·18	3	...	...	1	1	33 33	14	3	21·43
Rohilkhand ...	17	1	3	...	4	23 53	...	...	...	...	...	...	17	4	23 53
Agra ...	5	2	...	...	2	40 00	...	...	...	...	...	...	5	2	40·00
Kumaun ...	...	...	...	...	...	...	9	...	3	...	3	33·33	9	3	33·33
Total ...	114	10	25	5	40	35 26	22	...	4	1	5	22 73	136	45	33 09
C.—Private Candidates.															
N.-W. P. and Oudh.	968	30	69	29	128	13 22	114	...	20	6	26	22·81	1,082	154	14 23
Total ...	968	30	69	29	128	13 22	114	...	20	6	26	22 81	1.082	154	14 23
Grand Total...	2,298	187	431	114	732	31 87	1025	114	313	85	512	49 95	3,323	1,244	37 44

APPENDIX No. IV.

(Annexure of Circular No. 24 of 1885.)

ANNUAL INSPECTION OF THE GOVERNMENT MIDDLE OR HIGH SCHOOL AT_____ON THE_____188

*Name of Head-master*_____

GENERAL STATEMENT.

	NUMBER OF SCHOLARS IN AVERAGE ATTENDANCE IN EACH CLASS.																					
	Lower Primary Stage: Classes.						*Upper Primary Stage; Classes.*				*Middle Stage: Classes.*				*High Stage: Classes.*				Total scholars in average attendance	Amount of annual expenditure.	Incidence of expenditure per scholar	Total annual fee income.
	X.	IX.	VIII.	VII.	Total in stage.	Percentage to total average attendance.	VI	V.	Total in stage.	Percentage to total average attendance.	IV.	III.	Total in stage.	Percentage to total average attendance.	II.	I.	Total in stage.	Percentage to total average attendance.				
A.																						
B																						

Note.—The average monthly attendance in each class during the six months preceding the Inspector's visit will be entered against A in the above form; against B are to be shown the same statistics of the classes for the six months preceding the same date of the previous year.

Result of the Public Examination.

Examination.		*No. in class.	No. of candidates entered.	No. who passed.	Percentage of passes to number in class.
Anglo-vernacular Middle Examination.	1885 ...				
	Previous examination.				
Calcutta University Entrance Examination.					

* Enter against the Anglo-vernacular Examination the average monthly number of scholars in class III during the six months preceding the examination, and against the Entrance Examination the same ave age for class I.

Result of the Inspector's Examination of Classes VII and V.

Class.		No of scholars examined.	*English.*		*Arithmetic: Mathematics.*		*2nd Language.*		*History.*		*Geography.*		*Total*	
			Passed.	Failed.	Passed.	Failed.	Passed.	Failed.	Passed.	Failed.	Passed.	Failed.	Passed.	Failed.
VII	Absolute number,													
	Percentages ...	100												
V	Absolute number,													
	Percentages ...	100												

All scholars are to be entered as *passed* whose proficiency in the subject is, in the Inspector's opinion, satisfactory, with due reference to the time they have been in the class. All scholars present belonging to classes VII and V are to be examined. The number of scholars in those classes who are absent from the examination should be noted. They will be considered to have failed.

APPENDIX No. IV.

(Annexure of Circular No. 24 of 1885.)

Instructions for the Annual Inspection of Zila Schools.

1. The Inspector should fill up the *printed* form annexed and forward it with his report. Manuscript forms should not be used.

2. The Inspector will examine a sufficient number of the scholars in classes 2, 4, 6, 8, and 9, to enable him to form a judgment regarding the progress each class has made and to test the standard of instruction maintained. Each scholar who is examined must be examined in every subject in which he receives instruction. The Inspector will state the number of scholars of each class examined, and will sum up the result for each class by the terms *good, fair, indifferent, bad,* with any further remarks he thinks necessary.

3. The defects in tuition should be noted briefly, and the orders given and measures taken by the Inspector to remedy them, specified.

4. If the Inspector finds it necessary to supersede any of the text-books in use in a class, he should specify the name of the book to be adopted, its author, publisher; and retail price. The date from which the new book is to be introduced should also be noted. In looking over the text-books in use, the Inspector will see that no books published by teachers employed in the school are used when better works are available.

5. The following details regarding the teaching staff are to be noticed :—The name of each teacher, his university degree, if any ; his pay ; the subjects and classes he teaches, and the number of months of the last school-year during which he has been employed in the school. The Inspector's opinion of the work of each should be given by writing the terms *good, fair, indifferent,* or *bad,* against the teacher's name. Any punishment which, in the Inspector's opinion, should be awarded for inefficient work should be stated. The Inspector should ascertain if any teachers, being over 55 years of age, are liable to superannuation and should note them, especially with a view to the report which will be required regarding the retention of their services. (Section 110, Civil Pension Code).

6. The Inspector should state whether the head-master displays a sufficient knowledge of and care for the progress of each scholar in the school ; whether he exercises an efficient supervision over the work of each teacher, or confines his attention to the classes he teaches himself.

7. The state of discipline in the school must be noticed. The observations made by the Inspector during his surprise visits will *aid him* in forming an opinion on this point. (See paragraph 20 below).

8. Which of the teachers has been placed in charge of the boarding-house ? What extra allowance does he receive ? Does the Inspector consider him a fit person for the charge ? If not, whom would the Inspector propose to place in charge ? Have the members of the District Board shown any active supervision over the boarding-house ? Is the boarding-house full, and if so, is any further accommodation required, and for how many scholars ? Are any boarding-house fees charged, and if not, what fees, if any, would the Inspector recommend being levied ? Are the boarding-house premises in good repair, clean and tidy ?

9. What is the annual amount of the contingent charges (not including pay of teachers and servants), and what are the chief objects on which the money has been expended ? Does the Inspector consider the money has been judiciously expended ? The supervision of contingent expenditure has, by Circular No. 13 of 1885, been transferred to the Inspectors, and this supervision must be strictly exercised.

10. From the attendance, admission, fine registers, and transfer certificates, the Inspector will calculate for any three separate months the amount of the fees, &c., which should have been collected. The sums thus resulting must be compared with sums shown in the accounts as actually collected and by the treasury receipts as credited to the Local Funds. The Inspector will certify, as a result of this, whether or not all receipts have been duly accounted for. Should any irregularity be disclosed, an exhaustive check and a special report will be required.

11. Are receipts regularly taken for the salary paid by the head-masters to teachers and servants, and are the receipts stamped as required by the Stamp Act ?

12. What registers are maintained, and are they regularly kept up ? Any new register which the Inspector finds it necessary to prescribe should be mentioned and described.

13. Are letters received and despatched properly recorded for reference ? Ordinarily, it is sufficient to retain a copy in a letter-book of all letters despatched and to paste into a file-book all letters received.

14. Are the standing orders and circulars issued to the school by this office and the Inspectors kept in a separate file-book for reference ?

15. Who is in charge of the Government stationery, and in what manner is it kept ? Is there a stock-book to show stock and issues ?

16. Are the rules observed regarding transfer certificates as laid down in this Office Circular No. 8 of 1885 ? The Inspector should compare the transfer certificates with the admission register.

17. Have the orders and directions issued by the Inspector at his last inspection been complied with ? If not, what measures were taken to enforce these orders and prevent a recurrence of neglect ?

18. The Inspector should, before his visit, direct the head-master to call in all books belonging to the library which have been lent out, in order that the library may be complete at the time of inspection. Who is the librarian ? Are the books kept in locked cases and safe from damp and injury from insects ? Are receipts taken for all books lent out ? Is the catalogue complete ? Are all books which have been catalogued found in the library ? The Inspector should check a sufficient number of books by the catalogue to satisfy himself this is the case.

19. The Inspector should check by comparison with the school registers the figures entered by the head-master in his last annual statistical return (Circular No 4 of 1885). The number of items in the statistical return which have been checked should be stated and the result, whether correct or otherwise, noted.

20. On what dates has the Inspector visited the school *without notice* during the previous school-year ?

21. Are the premises sufficient for the number of scholars ? If not, for how many scholars is further accommodation required ? Are the premises and furniture in good repair ?

22. The Inspector will conclude with a *summary* of the result of his inspection, and this will be accepted as his report on the school for publication in the annual report of the Department.

APPENDIX

Inspectors' statistics of Zila

Name of school.	Number of scholars in average attendance in each class.																		Total scholars in average attendance.
	Lower primary stage : Classes.						*Upper primary stage: Classes*				*Middle stage : Classes.*				*High stage: Classes*				
	X.	IX.	VIII.	VII.	Total.	Percentage of scholars in the stage to total average attendance.	VI.	V.	Total.	Percentage of scholars in the stage to total average attendance.	IV.	III.	Total.	Percentage of scholars in the stage to total average attendance.	II.	I.	Total.	Percentage of scholars in the stage to total average attendance.	
High Schools.																			
Meerut ...	64	37	28	37	166	56·9	36	18	54	18 5	22	23	45	15·4	14	13	27	9·2	292
Aligarh ...	7	32	42	49	130	32 2	53	70	123	30 5	70	34	104	25·7	22	25	47	11·6	404
Muttra ...	34	38	33	34	139	38·8	36	52	88	24 6	51	46	97	27·1	17	17	34	9·5	358
Farukhabad ...	11	17	11	18	57	38 8	15	24	39	26 5	17	23	40	27·2	9	2	11	7·5	147
Etáwah ...	68	30	41	34	168	46·5	39	36	75	20 8	35	50	85	23 6	16	17	33	9·1	361
Moradabad ...	...	22	25	28	75	31·9	31	49	80	34·	28	18	46	19 6	14	20	34	14·5	235
Bareilly ...	22	23	36	32	123	31·5	39	56	95	24·4	58	52	110	28 2	33	29	62	15 9	390
Sháhjáhánpur ...	29	30	19	22	100	53 2	18	21	39	20 8	12	20	32	17	9	8	17	9·	188
Cawnpore ...	35	81	60	53	229	51·9	44	63	107	24 3	44	40	84	19·	13	8	21	4 8	441
Bánda ...	27	13	16	18	74	50	16	13	29	19·6	13	21	34	23·	8	3	11	7 4	148
Allahabad ...	...	43	40	51	134	22 2	140	56	196	32·4	72	94	166	27 4	51	58	109	18	605
Jaunpur ...	28	24	30	24	106	53 5	26	19	45	22·7	15	18	33	16 7	8	6	14	7·1	198
Mirzapur ...	...	28	26	24	78	42 6	19	16	35	19·1	26	21	47	25·7	9	14	23	12·6	183
Benares ...	...	23	41	43	107	23·	74	108	182	39 1	56	43	99	21 3	38	39	77	16·6	465
Unao ...	...	20	36	38	94	56·3	15	17	32	19·1	11	9	20	12	10	11	21	12·6	167
Bara Banki ...	...	...	23	30	62	44·	15	20	35	25	17	12	29	21	6	8	14	10·	140
Sitapur ...	...	19	32	19	70	48·9	13	17	30	21·	14	15	29	20·3	8	6	14	9 8	143
Hardoi ...	...	28	20	33	76	36 9	26	32	58	28·2	24	23	47	22 8	10	15	25	12·1	206
Lakhimpur ...	..	...	27	25	52	38·	16	17	33	24 1	16	22	38	27·7	5	9	14	10·2	137
Fyzabad ...	...	...	...	37	37	16·8	49	46	95	43 2	37	23	60	27·3	14	14	28	12·7	220
Bahraich ...	...	...	33	18	51	41 1	15	14	29	23 4	15	17	32	25·8	6	6	12	9 7	124
Gonda ...	...	...	20	27	47	26·3	28	27	55	30 7	33	25	58	32·4	10	9	19	10·6	179
Rae Bareli ...	...	...	29	21	50	30 5	25	21	46	28	22	27	49	29 9	10	9	19	11·6	164
Sultanpur ...	6	24	20	22	72	43·9	23	19	42	25 6	14	23	37	22 6	6	7	13	7 9	164
Partabgarh ...	5	15	19	36	75	41·2	22	29	51	28·	23	21	44	24·2	5	7	12	6 6	182
Total ...	**341**	**542**	**707**	**782**	**2,372**	**38·**	**833**	**860**	**1,693**	**27·1**	**745**	**720**	**1,465**	**23·5**	**351**	**360**	**711**	**11·4**	**6,241**
Middle Schools.																			
Saháranpur ...	22	10	21	19	72	51 1	16	20	36	25 5	18	15	33	23·4	...	...	...	...	141
Muzaffarnagar,	26	11	15	13	65	59·6	6	13	19	17·4	17	8	25	23·	...	...	...	...	109
Bulandshahr ...	18	12	23	35	88	44·4	35	32	67	34·5	26	13	39	20·1	...	...	...	...	194
Mainpuri ...	...	31	16	19	66	44·	19	22	41	27·3	21	22	43	28·7	...	...	..	...	150
Etah ...	...	13	12	14	39	39 4	13	15	28	28·3	14	18	32	32 3	...	...	...	...	99
Bijnor ...	21	21	23	17	82	52·6	22	21	43	27·5	18	13	31	19 9	...	...	...	...	156
Budaun ...	...	12	11	24	47	38·2	23	31	54	43·9	14	8	22	17 9	...	...	...	...	123
Fatehpur ...	43	18	20	22	103	58·2	15	23	38	21 5	25	11	36	20·3	...	...	...	...	177
Hamirpur ...	...	16	15	9	40	56·8	6	8	14	19·7	11	6	17	24	...	...	...	...	71
Jhánsi ...	...	60	29	19	108	75·	12	10	22	15·3	5	9	14	9·7	...	...	...	...	144
Kálpi ...	...	21	14	11	46	59 7	8	13	21	27·3	6	4	10	13	...	...	...	...	77
Lalitpur ...	...	56	18	15	89	72·4	17	6	23	18 7	4	7	11	8·9	..	...	...	...	123
Total ...	**130**	**281**	**217**	**217**	**845**	**54·**	**192**	**214**	**406**	**26·**	**179**	**134**	**313**	**20·**	**...**	**...**	**...**	**...**	**1,564**
Grand Total ...	**471**	**823**	**924**	**999**	**3,217**	**41·2**	**1,025**	**1,074**	**2,099**	**26·9**	**924**	**854**	**1,778**	**22·8**	**351**	**360**	**711**	**9·1**	**7,805**

NOTE.—The figures for the primary examination have been found by taking the number of *subjects* in which each scholar was

No. V.

Schools under above Circular.

Amount of annual expenditure.	Incidence of expenditure per scholar.	Total annual fee-income.	Results of Public Examination, 1885. Anglo-vernacular Middle Examination. Number in class.	Number of candidates entered.	Number who passed.	Percentage of passes to number in class.	Calcutta University Entrance Examination. Number in class.	Number of candidates entered.	Number who passed.	Percentage of passes to number in class.	Results of Public Examination 1886. Anglo-vernacular Middle Examination. Number of candidates entered.	Number who passed.	Percentage of passes to number in class.	Calcutta University Entrance Examination. Number of candidates entered.	Number who passed.	Percentage of passes to number in class	Result of Examination of Class. Percentages. VII. Passed.	VII. Failed.	V. Passed.	V. Failed.
Rs.	Rs.	Rs.																		
7,414	25·4	2,026	25	20	14	56	17	16	5	29	22	10	43	11	4	31	49	51	39	61
9,204	22·8	1,846	28	20	11	39	24	16	8	33	19	16	47	13	7	28	41	59	51	49
7,155	20·	2,736	26	25	17	65	9	8	3	33	35	18	39	10	2	12	75	25	73	27
5,945	40 4	1,034	29	18	13	45	16	...	...	...	15	11	48	..	...	..	69	31	71	29
12,520	34·7	2,768	54	52	29	54	14	10	2	14	46	19	38	13	6	35	82	18	86	14
12,512	53·2	2,637	22	19	14	64	20	20	4	20	15	10	56	17	10	50	65	35	46	54
16,11[illegible]	41·3	2,756	57	48	33	58	26	21	9	35	56	23	44	29	15	52	77	23	73	27
6,90[illegible]	36 7	872	22	20	16	73	7	7	4	57	22	12	60	9	2	25	86	14	76	24
9,545	21·6	3,585	23	19	12	52	9	9	3	33	42	23	58	9	1	13	58	42	59	41
5,956	40·3	966	16	12	7	44	6	4	2	33	21	16	76	4	2	67	67	33	48	52
9,205	15·2	5,357	90	77	46	51	52	44	9	17	95	35	37	45	22	38	54	46	45	55
5,104	25 8	1,528	27	21	12	44	...	...	...	...	20	12	67	4	1	17	71	29	54	46
7,560	41 3	1,910	18	10	4	22	12	8	4	33	22	10	48	7	3	21	51	49	40	60
17,530	37 7	5,330	44	33	21	48	44	40	9	21	45	19	44	40	20	51	94	6	83	17
4,641	27 8	826	14	17	13	93	8	6	...	.	9	5	56	9	4	36	63	37	67	33
4,49[illegible]	32·1	782	13	8	7	54	8	6	4	50	16	6	50	9	3	38	72	28	76	24
4,159	29 1	750	11	10	8	73	6	3	1	17	17	6	40	6	2	33	59	41	56	44
5,513	26 8	1,021	22	19	15	68	16	14	2	13	22	11	48	10	3	20	84	16	67	33
3,131	22 9	718	16	12	5	31	13	7	2	15	15	9	41	7	1	11	80	20	72	23
10,399	47 3	1,158	16	17	15	94	10	10	6	60	27	20	87	14	7	50	78	22	73	27
4 922	39 7	635	18	17	8	44	6	6	1	17	15	7	41	4	3	50	80	20	89	11
4,918	27 5	970	22	19	3	14	9	7	4	44	22	7	28	7	1	11	79	21	67	33
5,387	32 8	1,121	30	23	8	27	6	6	...	...	25	4	15	8	1	11	59	41	51	49
5,350	32·6	723	27	21	14	52	10	8	4	40	21	12	52	9	6	86	75	25	79	21
4,440	24·4	1,170	14	9	6	43	10	9	2	20	20	10	48	7	5	71	72	28	69	31
1,90,032	30·4	45,226	684	566	351	51	358	285	88	25	684	331	46	301	131	36	70	30	64	36
3,426	24 3	507	13	15	11	85	...	..	...	..	12	9	60	...	...	..	70	30	29	71
3,124	28 7	358	6	6	5	83	...	...	...	...	5	4	50	...	...	...	71	29	58	42
3,433	17 7	599	14	14	10	71	.	...	...	...	13	7	54	...	...	...	58	42	58	42
3,661	24·4	513	18	15	10	56	...	..	...	...	16	15	68	...	...	...	78	22	69	31
3,170	32·	317	7	7	6	86	-	...	...	...	9	9	50	...	...	...	81	19	59	41
3,745	24	797	10	9	7	70	..	...	..	.	13	4	31	...	...	...	68	32	81	19
4,061	33·	643	8	8	7	88	...	...	...	...	8	6	75	...	...	...	79	21	77	23
3,469	19·6	741	9	9	8	89	...	...	...	...	9	7	64	...	...	...	47	53	59	41
2,082	42	271	5	5	4	80	.	...	...	...	5	3	50	...	...	...	56	44	67	33
3,260	22·6	403	14	12	7	50	...	..	...	...	8	3	33	...	...	...	36	64	60	40
3,309	48	208	6	6	4	67	-	...	...	...	4	2	50	...	...	...	54	46	42	58
3,111	25·3	816	3	4	3	100	...	...	...	...	6	3	43	...	...	...	50	50	55	45
40,751	26·1	5,668	113	110	82	73	...	...	...		108	72	54	...	...	...	62	38	60	40
2,30,783	29·6	50,894	797	676	433	54	358	285	88	25	792	403	47	301	131	36	67	33	63	37

examined and the number of subjects in which he was passed, and calculating the percentage of the latter on the former.

APPENDIX No. VI.

(Annexure to Circular No. 21 of 1885.)

ANNUAL INSPECTION OF THE ANGLO-VERNACULAR AIDED SCHOOL AT _____

DISTRICT _____

Name of School _____ *Name of Responsible Manager* _____

GENERAL STATEMENT.

Number of Scholars in average attendance in each class.																		Total scholars in average attendance.	Amount of annual grants.	Incidence of grant per scholar.
Lower Primary Stage: Classes.						*Upper Primary Stage: Classes.*				*Middle Stage: Classes.*				*High Stage: Classes.*						
X.	IX.	VIII.	VII.	Total in stage.	Percentage to total average attendance.	VI.	V.	Total in stage	Percentage to total average attendance.	IV.	III.	Total in stage.	Percentage to total average attendance.	II.	I.	Total in stage.	Percentage to total average attendance.			

Note.—The average monthly attendance in each class during the six months preceding the Inspector's visit will be entered.

Result of the last Public Examination.

Examination.	* No. in class.	No. of candidates entered.	No. who passed.	Percentage of passes to number in class.
Anglo-vernacular Middle Examination.				
Calcutta University Entrance Examination.				

* Enter against the Anglo-vernacular Examination the average monthly number of scholars in class III during the term preceding the examination, and against the Entrance Examination the same average for class I.

APPENDIX No. VI.

Result of the Inspector's Examination of Classes VII and V.

Class.	No. of scholars examined.	*English.*		*Arithmetic: Mathematics.*		*2nd Language.*		*History.*		*Geography.*		*Total.*	
		Passed.	Failed.	Passed.	Failed.	Passed.	Failed.	Passed.	Failed.	Passed.	Failed.	Passed.	Failed.
VII ...													
V													

All scholars are to be entered as *passed* whose proficiency in the subject is, in the Inspector's opinion, satisfactory, with due reference to the time they have been in the class. All scholars present belonging to classes VII and V are to be examined.

STATE OF THE REGISTERS.

1. *Account Book.*—State after personal examination whether all receipts and disbursements are entered and regularly balanced from month to month.

2. *Admission Register.*—Is this maintained regularly in the form prescribed by the Department?

3. *Attendance Register.*—Does this appear to be written up daily?

4. *Log Book.*—Is this maintained as required by article 15 of the Code?

CONDITIONS OF THE GRANT.

5. Append to this statement a detail of the tuitional expenditure and note here the total, expressing your opinion as to the fairness of the proportion of the Manager's salary charged to the school (article 9) and of the charges for scholarships and prizes (article 8).

6. What was the average amount of the monthly fee-income during the last six months? This must be verified by the scrutiny of the accounts and of the admission register.

7. What proportion does the monthly fee-income as above bear to the monthly grant?

8. Detail the resources at the disposal of the Manager to meet the monthly expenditure.

9. What is the incidence of the monthly grant per scholar in average attendance?

10. Is the building suitable for the school? Was any building grant given? If so, how much and in what year? Is the building in good repair?

11. Are the inter-school rules complied with? The transfer receipts of all boys who have come from other schools during the preceding six months should be examined (section 8 of inter-school rules.)

GENERAL REMARKS.

State here briefly the general result of your examination and the amount of the monthly grant you recommend for next year.

APPENDIX No. VII.

Return of Tahsíli (Town) Schools for 30th November, 1865.

A.

District.		Number of schools.	Number of scholars on the registers.							
			Class VII.	Class VI.	Class V.	Class IV.	Class III.	Class II.	Class I.	Total.
Meerut	Dehra Dún ...	2	41	22	12	17	10	7	6	115
	Saháranpur ...	6	211	69	56	46	38	33	37	490
	Muzaffarnagar,	8	202	97	77	73	36	38	27	550
	Meerut ...	7	247	94	78	61	71	33	48	632
	Bulandshahr ...	8	177	103	121	88	82	56	100	727
	Aligarh ...	10	195	93	82	90	75	44	83	662
	Total ...	41	1,073	478	426	375	312	211	301	3,176
Agra.	Muttra ...	8	252	110	97	64	43	34	43	648
	Agra ...	12	274	143	115	72	68	40	70	782
	Farukhabad ...	9	129	102	141	82	68	58	67	647
	Mainpuri ...	5	103	76	64	38	26	17	43	367
	Etáwah ...	5	116	53	53	30	32	26	49	359
	Etah ...	7	207	135	142	127	110	85	137	943
	Total ...	46	1,081	619	612	413	347	260	409	3,741
Rohilkhand.	Bijnor ...	6	163	119	88	82	92	82	86	712
	Moradabad ...	8	163	92	61	62	60	34	39	511
	Budaun ...	6	166	123	110	59	41	40	39	578
	Bareilly ...	6	261	113	90	67	51	44	67	693
	Shahjahánpur,	5	212	120	94	75	70	35	62	668
	Pilibhit ...	2	64	33	17	17	22	20	12	185
	Total ...	33	1,029	600	460	362	336	255	305	3,347
Allahabad.	Cawnpore ...	12	187	109	97	87	62	71	53	666
	Fatehpur ...	7	137	56	43	35	24	29	38	362
	Bánda ...	9	235	84	62	56	44	35	33	549
	Hamírpur ...	7	187	108	164	66	52	31	30	578
	Allahabad ...	8	177	81	74	53	59	37	55	536
	Jaunpur ...	7	160	76	78	46	46	28	46	480
	Total ...	50	1,083	514	458	343	287	231	255	3,171
Benares.	Azamgarh ...	8	188	75	91	65	63	87	54	623
	Mirzapur ...	4	162	78	62	59	42	25	24	447
	Benares ...	2	86	13	24	16	13	15	16	127
	Gházipur ...	7	234	96	92	102	53	45	47	669
	Gorakhpur ...	7	210	99	88	65	62	37	43	604
	Basti ...	5	98	49	46	35	37	33	30	328
	Ballia ...	5	184	106	88	75	55	32	27	567
	Total ...	38	1,112	511	491	417	325	274	235	3,365
Jhánsi.	Jhánsi ...	6	174	76	59	43	13	7	12	384
	Jalaun ...	5	129	65	47	31	30	13	20	335
	Lalitpur ...	2	89	32	23	21	9	...	4	178
	Total ...	13	392	173	129	95	52	20	36	897
Kumaun.	Kumaun ...	6	186	84	67	33	21	10	9	410
	Garhwál ...	4	81	48	32	15	14	8	5	203
	Tarái ...	1	31	11	16	19	18	5	5	105
	Total ...	11	298	143	115	67	53	23	19	718
Oudh.	Lucknow ...	8	253	108	83	87	68	74	40	714
	Unao ...	8	275	151	148	109	102	53	48	886
	Bará Banki ...	8	198	99	95	88	63	46	39	628
	Sitapur ...	6	203	78	80	66	56	47	33	568
	Hardoi ...	8	237	139	137	114	102	62	59	880
	Kheri ...	4	299	94	91	61	44	36	29	654
	Fyzabad ...	3	133	64	51	38	35	43	25	389
	Bahraich ...	2	81	24	19	17	14	26	17	198
	Gonda ...	5	220	68	64	40	45	32	19	488
	Rae Bareli ...	4	151	70	61	53	40	37	29	441
	Sultanpur ...	2	80	36	39	20	23	26	16	240
	Partabgarh ...	3	184	57	60	54	42	53	28	478
	Total ...	61	2,319	983	928	777	634	535	388	6,564
Grand Total ...		293	8,387	4,021	3,619	2,849	2,346	1,809	1,948	24,979

APPENDIX No. VII.

Tahsíli (Town) Schools.

B.

	District.	Number of scholars in each class to 100 in class VII.						Remarks.
		Class VI.	Class V.	Class IV.	Class III.	Class II.	Class I.	
MEERUT.	Dehra Dún ...	54	29	41	24	17	15	
	Sahárunpur ...	33	26	22	18	16	17	
	Muzaffarnagar ...	48	38	36	18	19	13	
	Meerut ...	38	32	25	29	13	19	
	Bulandshahr ...	58	68	50	46	32	56	
	Aligarh ...	48	42	46	38	23	43	
	Total ...	45	40	35	29	20	28	
AGRA.	Muttra ...	41	38	25	17	13	17	
	Agra ...	52	42	26	25	15	26	
	Farukhabad ...	79	109	64	53	45	52	
	Mainpuri ...	74	62	37	25	17	42	
	Etáwah ...	46	46	26	28	22	42	
	Etah ...	65	69	61	53	41	66	
	Total ..	57	57	33	32	24	38	
ROHILKHAND.	Bijnor ...	73	54	50	56	50	53	
	Moradabad ...	56	37	38	37	21	24	
	Budaun ...	74	66	36	23	24	23	
	Bareilly ...	43	34	26	20	17	26	
	Sháhjahánpur ...	57	44	35	33	17	29	
	Pilibhit ...	52	27	27	34	31	19	
	Total ...	58	45	35	33	25	30	
ALLAHABAD.	Cawnpore ...	58	52	47	33	38	28	
	Fatehpur ...	41	31	26	18	21	28	
	Banda ...	36	26	24	19	15	14	
	Hamírpur ...	58	55	35	28	17	16	
	Allahabad ...	46	42	30	33	21	31	
	Jaunpur ...	47	49	29	29	17	29	
	Total ...	47	42	32	27	21	24	
BENARES	Azamgarh ...	40	48	35	34	46	29	
	Mirzapur ...	45	38	36	26	15	15	
	Benares ...	36	67	44	36	42	28	
	Ghásipur ...	41	39	43	23	19	20	
	Gorakhpur ...	47	42	31	30	18	20	
	Basti ...	50	47	36	38	34	31	
	Ballia ...	58	43	41	30	17	15	
	Total ..	46	44	37	29	25	21	
JHÁNSI.	Jhánsi ..	44	34	25	7	4	7	
	Jalaun ...	50	36	24	23	10	15	
	Lalitpur ...	36	26	24	10	...	4	
	Total ...	44	33	24	13	5	9	
KUMAUN.	Kumaun ...	45	36	18	11	5	5	
	Garhwál ...	59	40	19	17	10	6	
	Tarái ...	35	52	61	58	16	16	
	Total ...	48	39	22	18	8	6	
OUDH.	Lucknow ...	41	33	34	27	29	18	
	Unao ...	55	54	40	37	19	17	
	Bara Banki ...	50	48	44	32	23	20	
	Sitapur ...	37	38	32	27	23	16	
	Hardoi ...	59	58	61	43	26	25	
	Kheri ...	31	30	20	15	12	10	
	Fyzabad ...	48	39	29	26	32	19	
	Bahraich ...	30	23	21	17	32	21	
	Gonda ...	31	29	18	20	15	9	
	Rae Bareli ...	46	40	35	26	25	19	
	Sultanpur ...	45	49	25	29	32	20	
	Partabgarh ...	31	33	29	23	29	15	
	Total ...	42	40	34	27	23	17	
	Grand Total ...	48	43	34	28	22	23	

APPENDIX No. VIII.

Classification of Scholars in the Halkabandi (Village) Schools on the 30th November, 1885.

A.

District.	Number of schools	Number of scholars on the registers.							
		Class VII.	Class VI.	Class V.	Class IV.	Class III.	Class II.	Class I.	Total.
Dehra Dún	22	304	109	97	61	52	...	...	623
Sahárunpur	119	2,061	485	383	215	75	12	9	3,240
Muzaffarnagar ...	101	1,713	559	398	314	179	12	12	3,187
Meerut	160	2,657	878	625	461	221	3	1	4,846
Bulandshahr	104	1,596	652	570	431	231	21	26	3,527
Aligarh	173	2,094	893	701	590	412	33	60	4,783
Total ...	**679**	**10,425**	**3,576**	**2,774**	**2,072**	**1,170**	**81**	**103**	**20,206**
Muttra	119	1,816	761	693	426	225	13	16	3,950
Agra	170	2,095	850	594	403	339	..	...	4,281
Farukhabad	124	1,317	746	708	476	347	11	11	3,616
Mainpuri	98	1,301	572	434	306	209	18	31	2 901
Etáwah	112	1,459	542	536	376	343	30	52	3,338
Etah	113	1,480	631	648	479	346	29	26	3,639
Total ...	**736**	**9,468**	**4,102**	**3,643**	**2,466**	**1,809**	**101**	**136**	**21,725**
Bijnor	103	1,669	486	426	306	264	19	17	3,187
Moradabad	118	1,883	566	441	2 8	170	17	13	3,318
Budaun	113	1,4 1	551	452	288	226	21	30	2,979
Bareilly	121	2,180	726	575	339	254	32	37	4,143
Sháhjahánpur ...	93	1,435	564	419	238	124	11	16	2,807
Pilibhít	57	1,224	298	248	181	108	27	15	2,101
Total ...	**605**	**9 802**	**3,191**	**2,561**	**1,580**	**1,146**	**127**	**128**	**18,535**
Cawnpore	144	1,984	744	750	566	283	15	16	4,358
Fatehpur	94	1 589	690	467	332	161	19	16	3,274
Bánda	123	1.942	582	514	399	214	...	...	3 651
Hamírpur	73	1.028	484	436	341	254	8	9	2.56
Allahabad	125	1,952	748	614	492	213	...	...	4,019
Jaunpur	128	2,424	880	857	570	361	16	14	5,122
Total ...	**687**	**10,919**	**4,128**	**3 638**	**2,700**	**1,486**	**58**	**55**	**22,984**
Azamgarh	142	3,652	861	625	472	315	15	8	5,948
Mirzapur	117	2,090	592	489	293	146	12	5	3,627
Benares	91	1,748	618	435	371	165	17	9	3,413
Gházipur	108	2 031	659	591	459	217	22	28	3,987
Gorakhpur	177	3,327	1,277	1,091	731	424	59	69	6,978
Basti	121	2,739	785	609	436	202	33	22	4,826
Ballia	78	1,638	755	593	419	190	20	11	3,626
Total ...	**834**	**17,225**	**5,527**	**4,483**	**3,181**	**1,659**	**178**	**152**	**32,405**
Jhánsi	46	650	277	198	102	23	4	2	1,256
Jalaun	67	975	364	296	197	73	11	2	1,918
Lalitpur	24	389	147	86	56	14	...	1	693
Total ...	**137**	**2,014**	**788**	**580**	**355**	**110**	**15**	**5**	**3,867**
Kumaun	110	3,490	1,397	567	185	42	3	...	5 684
Garhwál	49	959	432	299	191	125	3	2	2,011
Tarái	10	167	61	37	30	18	7	3	323
Total ...	**169**	**4,616**	**1,890**	**903**	**406**	**185**	**13**	**5**	**8,018**
Lucknow	65	1,116	292	270	217	184	...	...	2,088
Unao	98	2,039	644	574	387	253	...	...	3,897
Bara Banki	113	2,994	927	671	479	314	...	...	5,385
Sitapur	115	2,128	716	574	372	324	...	...	4,114
Hardoi	135	2,115	850	659	432	180	...	...	4,236
Kheri	71	1,578	444	327	221	151	...	...	2,721
Fyzabad	75	1,678	757	486	386	312	...	...	3 619
Bahraich	75	1,767	603	453	315	201	...	...	3 339
Gonda	104	2 143	562	463	337	282	...	...	3 787
Rae Bareili	116	2,308	845	733	512	405	...	...	4 803
Sultanpur	86	1,805	541	557	425	318	...	...	3 646
Partábgarh	74	1,438	494	456	352	299	...	...	3,039
Total ...	**1,127**	**23,109**	**7,675**	**6,232**	**4,435**	**3,223**	..	..	**44,674**
Grand Total ...	**4,974**	**87,578**	**30,877**	**24,814**	**17,195**	**10,788**	**573**	**589**	**1,72,414**

APPENDIX No. VIII.

Village Schools.

B.

District.	Number of scholars in each class to 100 in Class VII.					
	Class VI	Class V.	Class IV.	Class III	Class II.	Class I.
Dehra Dún	36	32	20	17	...	...
Saháranpur	24	19	10	4	1	...
Muzaffarnagar	33	23	18	10	1	1
Meerut	33	24	17	8	...	...
Bulandshahr	41	36	27	14	1	2
Aligarh	43	33	28	20	2	3
Total ...	34	27	20	11	1	1
Muttra	42	38	23	12	1	1
Agra	41	28	19	16	...	...
Farukhaba	57	54	36	26	1	1
Mainpuri	44	36	24	16	1	2
Etáwah	37	37	26	24	2	4
Etah	43	44	32	23	2	2
Total ...	43	38	26	19	1	1
Bijnor	29	26	18	16	1	1
Moradabad	30	23	12	9	1	1
Budaun	39	32	20	16	1	2
Bareilly	33	26	16	12	1	2
Sháhjahánpur	39	29	17	9	1	1
Pilibhit	24	20	15	9	2	1
Total ...	33	26	16	12	1	1
Cawnpore	37	38	29	14	1	1
Fatehpur	43	29	21	10	1	1
Bánda	30	26	21	11	...	...
Hamírpuar	47	42	33	25	1	1
Allahabad	38	31	25	11	...	...
Jaunpur	36	35	24	15	1	1
Total ...	38	33	25	14	1	1
Azamgarh	24	17	13	9	...	...
Mirzapur	28	23	14	7	1	...
Benares	35	28	21	9	1	1
Gházipur	31	29	23	11	1	1
Gorakhpur	38	33	22	13	2	2
Basti	29	22	16	7	1	1
Ballia	46	36	26	12	1	1
Total ...	32	26	18	10	1	1
Jhánsi	43	30	16	4	1	...
Jalaun	37	30	20	7	1	...
Lalitpur	38	22	14	4	...	...
Total ...	39	29	18	5	1	...
Kumaun	40	16	5	1	...	...
Garhwál	45	31	20	13	...	...
Tarái	37	22	18	11	4	2
Total ...	41	20	9	4	...	...
Lucknow	26	25	19	16	...	...
Unao	32	28	19	12	...	...
Bara Banki	31	22	16	10	...	...
Sitapur	34	27	17	15	...	...
Hardoi	40	31	20	9	...	...
Kheri	28	21	14	10	...	...
Fyzabad	45	29	23	19	...	...
Bahraich	34	26	18	11	...	...
Gonda	26	22	16	13	...	...
Rae Bareli	37	32	22	18	...	...
Sultanpur	30	31	24	18	...	...
Partabgarh	34	32	24	21	...	...
Total ...	33	27	19	14	...	...
Grand Total ...	35	28	20	12	1	1

APPENDIX No. IX.

TABLE 1 —EUROPEAN SCHOOLS.

Statement showing the distribution of Scholars.

Number.	Name of school	Average daily attendance.				Infants.	Number presented to the Inspector for examination in standards								Remarks.
		High stage	Middle stage	Primary stage.	Total		I	II.	III.	IV.	V.	VI.	VII.	Total.	
	Boys														
	High Schools.														
1	St George's College, Mussoorie ...	10	30	35	75	...	6	11	9	12	9	13	10	70	
2	St. Fidelis' School, Mussoorie ...	10	34	68	112	14	7	18	18	21	13	8	11	96	
3	Diocesan Boys' School, Naini Tal ...	6	30	73	109	...	10	9	15	35	17	9	3	98	
4	St. Peter's College, Agra ...	16	21	28	65	2	4	4	6	8	9	3	5	39	
5	St Paul's Orphanage, Agra ...	8	18	40	66	5	6	17	7	6	9	5	2	52	
6	Boys' High School, Allahabad ...	5	28	58	91	4	6	15	15	21	14	6	8	85	
7	Memorial School, Cawnpore ...	5	25	24	54	3	3	4	8	6	7	5	3	36	
	Total ...	60	186	326	572	28	42	78	78	109	78	49	42	476	
	Middle Schools.														
8	North Western Railway School, Mussoorie.	...	5	20	25	3	4	6	3	5	3	1	1	23	
9	Boys' School, Stoneleigh, Naini Tal ...	...	20	28	48	...	...	12	11	8	11	5	6	53	
10	Cantonment School, Agra ...	...	19	41	60	20	3	8	9	10	11	3	...	44	
11	East Indian Railway School, Tundla,	...	1	19	20	9	3	9	9	2	1	...	...	24	
12	Convent Day School, Allahabad .	...	6	26	32	8	...	5	8	8	7	4	3	35	
13	All Saints District School, Allahabad,	...	4	31	35	35	7	9	9	2	3	...	...	30	
14	Seminary School, Cawnpore ...	...	6	7	13	7	7	2	3	1	4	...	...	17	
15	East Indian Railway School, Ghaziabad	...	7	10	17	6	1	3	5	...	4	...	...	13	
16	St John's School, Meerut ...	...	7	36	43	6	6	12	9	9	9	...	...	45	
	Total ...	...	75	218	293	94	31	66	66	45	53	13	10	284	
	Primary Schools.														
17	Station School, Moradabad ...	...	...	8	8	...	3	1	4	2	...	...	...	10	
18	East Indian Railway School, Aligarh,	...	...	5	5	2	3	2	2	...	...	...	...	7	
19	City Free School, Allahabad ...	...	...	46	46	17	22	12	8	14	...	...	...	56	
20	Catholic Boys' School, Allahabad ...	...	...	24	24	16	12	...	7	8	...	...	...	27	
21	European School, Benares ...	...	...	15	15	11	5	4	3	4	...	...	...	16	
22	East Indian Railway School, Mogal Sarai.	...	.	7	7	6	...	5	1	1	...	...	...	7	
23	Station School, Ghazipur ...	...	...	11	11	3	4	...	8	1	...	...	...	13	
24	East Indian Railway School, Cawnpore.	...	...	21	21	15	9	5	6	5	...	..	—	25	
25	Ordnance School Cawnpore ...	...	...	8	8	6	...	7	...	4	...	.	...	11	
26	Station School, Fatehgarh ..	...	...	8	8	3	10	3	6	...	...	...	...	19	
27	North-Western Railway School, Saharanpur.	...	...	11	11	9	3	6	5	3	...	..	...	17	
	Total ...	-	...	164	164	88	71	45	50	42	...	...	...	208	
	Grand Total ...	60	261	708	1,029	210	144	189	194	196	131	62	52	968	
	Girls														
	High Schools.														
1	Girls' High School, Allahabad ...	7	25	82	114	15	27	13	14	28	9	10	6	107	
2	Girls' Boarding School, Cawnpore ...	7	18	22	47	4	11	8	13	...	11	4	..	47	
	Total ...	14	43	104	161	19	38	21	27	28	20	14	6	154	
	Middle Schools.														
3	Woodstock Girl's School, Landour ..	...	24	46	70	...	9	8	21	17	13	8	8	84	
4	Diocesan Girls' School, Naini Tal ...	...	13	60	73	...	9	13	24	21	...	8	6	81	
5	Girls' School, Wellesley, Naini Tal...	...	12	31	43	1	2	8	11	20	...	14	2	57	
6	St Patrick's Orphanage, Agra ...	...	14	50	64	15	10	16	14	10	10	4	...	64	
7	Canning Girls' School, Agra ..	..	6	21	27	4	6	1	9	3	3	3	..	25	
8	St Mary's Convent School, Allahabad,	...	9	19	28	2	2	4	5	11	6	3	2	33	
9	LaMartiniere Girls' School, Lucknow,	...	18	33	51	3	11	12	12	14	6	11	...	66	
10	Loretto Convent School, Lucknow ...	..	7	33	40	9	7	10	9	5	5	...	...	36	
	Total ...	...	103	293	396	34	56	72	105	101	43	51	18	446	
	Primary School.														
11	Catholic Girls' School, Allahabad ...	...	...	18	18	7	6	8	8	..	.	...	...	22	
	Grand Total ...	14	146	415	575	60	100	101	140	129	63	65	24	622	
	Grand Total (Boys and Girls) ...	74	407	1,123	1,604	270	244	290	334	325	194	127	76	1,590	

APPENDIX No. IX.

TABLE 2—EUROPEAN SCHOOLS.

Statement showing class and special subjects taught.

No.	Name of School.	Class subjects.																		Special subjects.														
		English.			Needle-work.			Geography.			History.			Mathematics.			Science.			Vernacular.			French.			Drawing.			Latin.			Mathematics.		
		E.	P.	Pc.	E.	P.	Pc.	E.	P.	Pc.	E.	P.	Pc.	E.	P.	Pc.	E.	P.	Pc.	E.	P.	Pc.	E.	P.	Pc.	E.	P.	Pc.	E.	P.	Pc.	E.	P.	Pc.
	Boys.																																	
	High Schools.																																	
1	St. George's College, Mussoorie ...	70	38	54	...	...	...	64	45	70	32	10	31	32	20	63	...	...	...	...	...	...	...	...	...	2	1	50	18	6	33	...	...	...
2	St. Fidelis' School, Mussoorie ...	96	71	74	...	...	...	89	67	75	32	23	72	32	19	59	32	4	13	...	...	...	...	...	...	34	17	50	34	10	29	...	...	...
3	Diocesan Boys' School, Naini Tal ...	98	82	84	...	...	...	88	65	74	29	20	69	29	24	83	...	...	...	...	...	...	...	...	...	...	...	...	29	6	21	...	...	...
4	St. Peter's College Agra ..	39	22	56	...	...	...	35	23	66	17	12	71	17	8	47	...	...	...	...	...	...	...	...	...	...	...	...	17	14	82	...	...	...
5	St. Paul's Orphanage, Agra ...	52	38	73	...	...	...	46	34	74	16	12	75	16	15	94	...	...	...	...	...	...	...	...	...	...	...	...	16	10	63	...	...	...
6	Boys' High School, Allahabad ...	85	51	60	...	...	...	79	60	76	28	18	64	28	20	71	...	...	...	1	1	100	...	...	...	...	...	...	28	...	...	...	...	...
7	Memorial School, Cawnpore ...	36	23	64	...	...	...	33	18	55	15	10	67	15	11	73	...	...	...	...	...	...	...	...	...	...	...	...	15	6	40	...	...	...
	Total ...	476	325	68	...	...	...	434	312	72	169	105	62	169	117	70	32	4	13	1	1	100	...	...	...	36	18	50	157	52	33	...	...	...
	Middle Schools.																																	
8	North-Western Railway School, Mussoorie,	23	23	100	2	2	100	19	18	95	...	...	...	2	1	50	...	...	...	...	...	...	...	...	...	...	...	...	2	2	100	...	...	...
9	Boys' School, Stoneleigh, Naini Tal ..	53	33	62	...	...	...	53	28	53	22	6	27	22	15	68	...	...	...	1	1	100	...	...	...	3	3	100	21	10	48	...	...	...
10	Cantonment School, Agra ...	44	16	36	19	19	100	41	11	27	14	...	...	14	1	7	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
11	East Indian Railway School, Tundla ...	24	14	58	20	15	75	21	20	95	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
12	Convent Day School, Allahabad ...	35	25	71	27	23	85	30	16	53	7	1	14	...	...	...	...	...	...	...	...	...	...	...	...	2	2	100	...	...	...	...	...	...
13	All Saints District School, Allahabad ...	30	19	63	21	20	95	23	2	9	3	2	67	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
14	Seminary School, Cawnpore ...	17	16	94	11	11	100	10	9	90	4	...	...	...	...	...	...	...	...	3	2	67	...	...	...	...	...	...	...	...	...	...	...	...
15	East Indian Railway School, Gháziabad ...	13	6	50	5	5	100	9	4	44	4	4	100	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
16	St. John's School, Meerut ...	45	24	53	20	16	80	27	11	41	9	2	22	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	1	100	...	...	...
	Total ...	284	176	62	125	111	89	233	119	51	64	15	23	38	17	45	...	...	...	4	3	75	...	...	...	5	5	100	24	13	54	...	...	...
	Primary Schools.																																	
17	Station School, Moradabad ...	10	8	80	7	3	43	7	7	100	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
18	East Indian Railway School, Aligarh ...	7	6	86	6	4	67	4	4	100	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
19	City Free School, Allahabad ...	56	47	84	23	21	91	34	14	41	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
20	Catholic Boys' School, Allahabad ...	27	25	93	...	...	...	15	14	93	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
21	European School, Benares ...	16	14	88	4	4	100	11	3	27	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
22	East Indian Railway School, Mogul Sarai ...	7	6	86	4	4	100	7	6	86	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
23	Station School, Gházipur ...	13	12	92	10	10	100	9	9	100	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
24	East Indian Railway School, Cawnpore ...	25	18	72	14	13	93	16	13	81	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
25	Ordnance Factory School, Cawnpore ...	11	8	73	2	2	100	11	3	27	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
26	Station School, Fatehgarh ...	19	12	63	...	...	...	9	4	44	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
27	North-Western Railway School, Saháranpur,	17	12	71	12	5	42	14	8	57	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total ...	208	168	81	82	66	80	137	85	62	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Grand Total ...	968	669	69	207	177	86	804	516	64	233	120	52	207	134	65	32	4	13	5	4	80	...	...	...	41	23	56	181	65	36	...	...	...
	Girls.																																	
	High Schools.																																	
1	Girls' High School, Allahabad ...	107	90	84	101	101	100	80	66	83	25	15	60	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	23	11	48
2	Girls' Boarding School, Cawnpore ...	47	36	77	46	46	100	36	22	61	16	11	73	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	8	8	100
	Total ...	154	126	82	147	147	100	116	88	76	40	26	65	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	31	19	61
	Middle Schools.																																	
3	Woodstock Girls' School, Landour ...	84	59	70	82	66	80	75	55	73	29	13	45	16	11	69	...	...	...	...	...	...	2	2	100	11	10	91	...	...	...	...	...	...
4	Diocesan Girls' School, Naini Tal ...	81	60	74	79	74	94	72	41	57	14	1	7	14	8	57	...	...	...	...	...	...	...	...	...	...	...	...	5	...	...	...	...	...
5	Girls' School, Wellesley, Naini Tal ...	57	32	56	50	47	94	55	28	51	16	2	13	2	...	...	...	...	...	4	1	25	...	...	...	6	4	67	...	...	...	...	...	...
6	St. Patrick's Orphanage, Agra ...	64	49	77	64	64	100	54	47	87	14	14	100	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
7	Canning Girls' School, Agra ...	25	16	64	23	23	100	19	13	68	6	2	33	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
8	St. Mary's Convent School, Allahabad ...	33	24	73	33	26	79	31	22	71	11	4	36	...	...	...	...	...	...	...	...	...	...	...	...	6	5	83	...	...	...	...	...	...
9	LaMartinière Girls' School, Lucknow ...	66	48	73	66	66	100	55	25	45	17	5	29	...	...	...	17	1	6	...	...	...	1	0	0	...	...	...	...	...	...	...	...	...
10	Loretto Convent School, Lucknow ...	36	27	75	36	27	75	29	15	52	5	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total ...	446	315	70	433	393	91	390	246	63	112	41	37	32	19	59	17	1	6	4	1	25	3	2	67	23	19	83	5	...	...	...	...	...
	Primary.																																	
11	Catholic Girls' School, Allahabad ...	22	21	95	22	22	100	16	5	31	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Grand Total ...	622	462	74	602	562	93	522	339	65	152	67	44	32	19	59	17	1	6	4	1	25	3	2	67	23	19	83	5	...	...	31	19	61
	Grand Total (Boys and Girls) ...	1,590	1,131	71	809	739	91	1,326	855	64	385	187	49	239	153	64	49	5	10	9	5	55	3	2	67	64	42	66	186	65	35	31	19	61

APPENDIX No. IX.

TABLE No. 3.—EUROPEAN SCHOOLS.

Statement showing the position of Schools as tested by the Examination of the Inspector.

Serial number.	Name of school.	Elementary subjects.					Class subjects.			Special subjects.		
		Number examined	A. Passed in 3 subjects	B. Passed in 2 subjects	Percentage of A to number of examinees.	Percentage of B to number of examinees	Number examined.	Number passed	Percentage of passes.	Number examined	Number passed.	Percentage of passes.
	BOYS.											
	High.											
1	St. George's College, Mussoorie ...	70	33	26	47	37	198	113	57	20	7	35
2	St. Fidelis' School, Mussoorie ...	96	59	33	61	34	281	184	65	68	27	40
3	Diocesan Boys' School, Naini Tal ..	98	79	11	81	11	244	191	78	29	6	21
4	St. Peter's College, Agra ...	39	21	14	54	36	108	65	60	17	14	82
5	St. Paul's Orphanage, Agra ...	52	38	13	73	25	130	99	76	16	10	63
6	Boys' High School, Allahabad ...	85	57	23	67	27	220	149	68	29	1	3
7	Memorial School, Cawnpore ...	36	20	14	56	39	99	62	63	15	6	40
	Total ...	476	307	134	64	28	1,280	863	67	194	71	37
	Middle											
8	North-Western Railway School, Mussoorie.	23	18	4	78	17	46	44	96	2	2	100
9	Boys' School, Stoneleigh, Naini Tal,	53	32	18	60	34	150	82	55	25	14	56
10	Cantonment School, Agra ...	44	15	15	34	34	132	47	36	...	...	...
11	East Indian Railway School, Tundla,	24	11	13	46	54	66	49	74	...	...	...
12	Convent Day School, Allahabad ...	35	17	11	49	31	99	65	66	2	2	100
13	All Saints District School, Allahabad,	30	15	12	50	40	77	43	56	..	..	...
14	Seminary School, Cawnpore ...	17	11	5	65	29	42	36	86	3	2	67
15	East Indian Railway School, Ghâziabad.	13	8	5	23	38	30	19	63	...	...	...
16	St. John's School, Meerut ...	45	16	15	36	33	101	53	52	1	1	100
	Total ...	284	138	98	49	35	743	438	59	33	21	64
	Primary.											
17	Station School, Moradabad ...	10	9	1	90	10	24	18	75	...	...	...
18	East Indian Railway School, Aligarh.	7	2	3	29	43	17	14	82	...	...	...
19	City Free School, Allahabad ...	56	31	20	55	36	113	82	73	...	...	...
20	Catholic Boys' School, Allahabad...	27	18	5	67	19	42	39	93	...	...	...
21	European School, Benares ...	16	13	2	81	13	31	21	68	...	..	...
22	East Indian Railway School, Mogal Sarai	7	4	3	57	43	18	16	89	...	...	...
23	Station School, Ghâzipur ...	13	13	...	100	...	32	31	97	...	...	...
24	East Indian Railway School, Cawnpore.	25	17	6	68	24	55	44	80	...	...	...
25	Ordnance Factory School, Cawnpore,	11	2	3	18	27	24	13	54	...	...	...
26	Station School, Fatehgarh ...	19	7	7	37	37	28	16	57	...	...	...
27	North-Western Railway School, Sahâranpur.	17	3	8	18	47	43	25	58	...	...	...
	Total ...	208	119	58	57	28	427	319	75	...	...	...
	Grand Total ...	968	564	290	58	30	2,450	1,620	66	227	92	41
	GIRLS.											
	High.											
1	Girls' High School, Allahabad ...	107	74	30	69	28	313	272	87	23	11	48
2	Girls' Boarding School, Cawnpore,	47	37	8	79	17	144	115	80	8	8	100
	Total ...	154	111	38	72	25	457	387	85	31	19	61
	Middle.											
3	Woodstock Girls' School, Landour,	84	54	26	64	31	286	204	71	13	12	92
4	Diocesan Girls' School, Naini Tal ..	81	47	25	58	31	260	184	71	...	...	...
5	Girls' School, Wellesley, Naini Tal,	57	32	19	56	33	180	109	61	10	5	50
6	St. Patrick's Orphanage, Agra ...	64	48	14	75	22	196	174	89	...	...	...
7	Canning Girls' School, Agra ...	25	13	9	52	36	73	54	74	...	...	...
8	St Mary's Convent School, Allahabad.	33	13	12	39	36	108	76	70	6	5	83
9	La Martinière Girls' School, Lucknow.	66	38	23	58	35	221	145	65	1	...	...
10	Loretto Convent School, Lucknow,	36	17	14	47	39	106	69	65	..	...	...
	Total ...	446	262	142	59	32	1,430	1,015	71	30	22	73
	Primary.											
11	Catholic Girls' School, Allahabad ..	22	7	10	32	45	60	48	80	...	...	...
	Grand Total ...	622	380	190	61	31	1,947	1,450	74	61	41	67
	Grand Total (Boys and Girls) ...	1,590	944	480	59	30	4,397	3,070	70	288	133	46

APPENDIX No. IX.

TABLE 4.—EUROPEAN SCHOOLS.

Statement showing the previous and revised grants in European Schools.

Name of school.	Previous grant.	Incidence per scholar on average daily attendance.	Grant allowed, *i. e.*, grant passed by this office.	Incidence per scholar on average daily attendance.
BOYS.				
High Schools.	Rs.		Rs.	
1. St George's College, Mussoorie	3,000	40	2,520	33·6
2. St. Fidelis' School, ditto	2,400	19	3,408	27
3. Diocesan Boys' School, Naini Tal	5,880	53·9	4,680	42·9
4. St. Peter's College, Agra	3,000	44 8	2 771	41·3
5. St. Paul's Orphanage, Agra	3,000	42 3	2 786	38·5
6. Boys' High School, Allahabad	6,600	69 5	5,016	52·8
7. Memorial School, Cawnpore	4,800	84·2	3,000	52·6
Total ...	28,680	47·8	24,131	40·2
Middle Schools.				
8. N. W Railway School, Mussoorie	1,200	42 9	873	31·2
9. Boys' School, Stoneleigh, Naini Tal	3,000	62·5	1 743	36·3
10. Cantonment School, Agra	2,220	27·7	1,383	17 3
11. E. I. Railway School, Tundla	600	20 7	889	30 7
12. Convent Day School, Allahabad	1,500	37·5	1,052	26 3
13. All Saints' District School, Allahabad	480	6 9	1,470	21
14. Seminary School, Cawnpore	360	18	506	25 3
15 E. I. Railway School, Ghaziabad	360	15·7	455	19·7
16. St. Johns' School, Meerut	1,200	24 5	1,054	21·5
Total ...	10,920	28·2	9,425	24·3
Primary Schools.				
17. Station School, Moradabad	600	75	480	60
18. E. I. Railway, Aligarh	360	51·4	180	25·7
19. City Free School, Allahabad	1,440	22·9	1,388	22
20. Catholic Boys' School, Allahabad	480	12	1,087	27 2
21. European School, Benares	660	25·2	661	25·4
22. E. I. Railway School, Mogul Sarai	360	27·7	302	23·2
23. Station School, Ghazipur	960	68 6	840	60
24. E. I. Railway School, Cawnpore	360	10	910	25 3
25. Ordnance Factory School, Cawnpore	480	34 3	304	21·7
26. Station School, Fatehgarh	300	27 3	300	27 3
27. N. W. Railway School, Saharanpur	480	24	448	22·4
Total ...	6,480	25·7	6,900	27·4
Grand Total ...	46,080	37·2	40,456	32·7
GIRLS.				
High Schools.				
1. Girls' High School, Allahabad	4,800	37 2	4,766	36 9
2. Girls' Boarding School, Cawnpore	3,600	70·6	2,640	51 8
Total ...	8,400	46·7	7,406	41·1
Middle Schools.				
3. Woodstock Girls' School, Landour	1,800	25 7	2 834	40 5
4. Diocesan Girls' School, Naini Tal	2,820	38 6	2,208	30 2
5. Girls' School, Wellesley Naini Tal	1,500	34 1	1,255	28 5
6. St. Patrick's Orphanage, Agra	1 800	22·8	2,959	37 5
7. Canning Girls' School, Agra	3,780	121·9	1,400	45·2
8. St. Mary's Convent School, Allahabad	1,500	50	992	33·1
9. La Martinière Girls' School, Lucknow	3,516	65 1	2,916	54
10. Loretto Convent School, Lucknow	1,800	36 7	1,633	33·3
Total ...	18,516	43·1	16,197	37·7
Primary School.				
11. Catholic Girls' School, Allahabad	360	14·4	664	26·6
Grand Total ...	27,276	42·9	24,267	38·2
Grand Total (Boys and Girls) ...	73,356	39·1	64,723	345.

GENERAL TABLES

For the year ending March, 1886.

NOTE ON THE GENERAL TABLES.

As explained in paragraph 10 of the Report, the returns of certain *private* schools were in some Divisions wrongly included in Subsidiary Forms 7 and 9 of last year's Report (Forms intended for *public* schools only) and thence posted into the General Tables under the heading *Public Institutions, Primary Schools under private management*, and this error was not detected in time for correction of the printed tables. The figures therefore for public primary schools under private management and all totals in which those were included are incorrectly given in the General Tables of last year. I have therefore thought it best to reprint the five tables for last year which are affected by the error, and these, and not those published last year, should be used for purposes of comparison.

In the following abstract I give a comparison of the expenditure from public funds, Provincial and Local, of the two years as now shown :—

Comparative Statement of Expenditure from Public Funds (Provincial and Local) *for the year ending 31st March.*

	1886.	1885.
Direct Expenditure.	Rs.	Rs.
Colleges	2,52,749	2,73,020
Schools (general)	10,47,563	10,51,859
Ditto (special)	68,309	75,066
Total ...	13,68,621	13,99,945
Indirect Expenditure.		
Direction	40,708	38,945
Inspection	2,45,346	2,32,269
Scholarships	52,415	43,852
Buildings	1,60,365	2,45,941
Apparatus	...	2,712
Miscellaneous	65,641	26,102
Total ...	5,64,475	5,89,821
GRAND TOTAL ...	19,33,096	19,89,766

The difference in the direct expenditure under the head Schools (special) is due mainly to the transfer this year of the charges for scholarships, Rs. 9,100, at the Agra Medical School to the heading "Scholarships." The *scholarship* expenditure is enhanced by this amount. The reduction this year under the head "Inspection" is due chiefly to the return from furlough of a graded Inspector drawing a high salary, whose work during his absence was performed by a cheaper agency. The increase under the head "Miscellaneous" is due to the inclusion of the book depôt expenditure, which was not shown last year.

The following table compares the expenditure from all sources :—

Comparative Statement of Expenditure from all sources for year ending with 31st March.

	1886.	1885.
Direct Expenditure.	Rs.	Rs.
Colleges	3,48,218	3,75,707
Schools (general)	17,13,728	16,69,213
Ditto (special)	74,352	83,011
Total ...	21,36,298	21,27,931
Indirect Expenditure.		
University	11,582	5,636
Direction	40,708	38,945
Inspection	2,45,346	2,32,308
Scholarships	91,183	63,663
Buildings	3,26,428	2,75,686
Apparatus	...	18,410
Miscellaneous	65,641	30,026
Total ...	7,80,888	6,64,674
GRAND TOTAL ...	29,17,186	27,92,605

The decrease under the head Schools (special) is due to the transfer above noted, and to the transfer to the head of secondary schools for girls of a school which had before been classed as a training school. The expenditure under the head "University" is the amount which the Registrar of the Calcutta University has each year expended on the examination of the students from these provinces.

EDUCATION—GENERAL TABLE I.

Abstract Return of Colleges, Schools, and Scholars, in North-Western Provinces and Oudh, at the end of the official year 1885-86.

(For detail see General Table III.)

Area and Population				Public Institutions.							Private institutions.		Grand Total.	Percentage of
				University Education.		School Education, General.		School Education, Special.		Total of public institutions.				
Total area in square miles.	Number of towns* and villages.	Population		Arts Colleges.	Professional Colleges	Secondary Schools.	Primary Schools.	Training Schools	All other special Schools.		Advanced.	Elementary.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
106,111·5	Towns* 297 Villages, 105,124 Total 105,421	Males ... 22,912,556 Females, 21,195,313 Total ... 44,107,869	Institutions ... For males ...	14	4	587	5,054	11	22	5,692	2,180	4,934	12,806	Institutions to No. of towns and villages. 12·1
			For females,	1	...	22	351	2	1	377	...	118	495	·5
			Total ...	15	4	609	5,405	13	23	6,069	2,180	5,052	13,301	12·6
			Scholars, Males .	992	281	63,145	1,77,854	376	1,495	244,143	22,051	55,523	3,21,717	Male scholars to male population of school-going age † 9·4
			Scholars, Females,	2	...	1,668	9,393	4	120	11,187	...	1,288	12,475	Female scholars to female population of school-going age † ·4
			Total ...	994	281	64,813	1,87,247	380	1,615	255,330	22,051	56,811	3,34,192	5·1

* A town contains 5,000 inhabitants or upwards. A village contains less than 5,000 inhabitants. A municipality, whatever its population, is entered as a town.

† The population of school-going age is taken at 15 per cent. of the whole population. The number of scholars on the rolls on 31st March is shown.

EDUCATION—GENERAL TABLE II.

Abstract Return of Expenditure on Public Instruction in North-Western Provinces and Oudh for the official year 1885-86.

(For detail see General Table IV.)

	Total Direct Expenditure on Public Instruction.							Total Indirect Expenditure on Public Instruction.							Total expenditure on Public Instruction.
	University Education		*School Education, General.*		*School Education, Special.*										
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other special Schools.	Total.	University.	Direction.	Inspection.	Scholarships.	Buildings.	Miscellaneous.	Total.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1. Institutions ... For males ...	2,03,939	1,42,707	8,61,677	5,69,994	46,616	26,278	18,51,211	11,582	40,708	2,45,346	90,735	2,56,848	65,641	7,10,860	25,62,071
For females ...	1,572	...	1,85,772	96,285	138	1,320	2,85,087	...	...	...	448	69,580	...	70,028	3,55,115
Total ...	2,05,511	1,42,707	10,47,449	6,66 279	46,754	27,598	21,36 298	11,582	40,708	2,45,346	91,183	3,26,428	65,641	7,80,888	29,17,186
2. (a) Percentages* of Provincial Expenditure included in columns 2—16 to Total Provincial Expenditure on Public Instruction ...	19·4	23·2	19·6	2·2	...	3·2	67·6	...	6·9	...	4·0	13·4	8·1	32·4	100
(b) Percentages* of Local Fund Expenditure included in columns 2—16 to Total Local Fund Expenditure on Public Instruction ...	·2	...	28·4	39·9	3·4	·3	72·2	...	...	18·2	2 2	6·1	1·3	27·8	100
(c) Percentages* of Municipal Expenditure included in columns 2—16 to Total Municipal Expenditure on Public Instruction ...	6·7	...	47·7	36·5	...	·1	91·0	...	...	...	7·7	1·3	...	9·0	100
(d) Percentages of Total Expenditure in columns 2—16 to Total Expenditure on Public Instruction ...	7·0	4 9	35·9	22·8	1·6	1·0	73·2	·4	1·4	8·4	3·1	11·2	2·3	26·8	100

* The percentages required for 2 (*a*), 2 (*b*), 2 (*c*), are calculated from the figures given in columns 7*a*, 7*b*, 7*c*, respectively, of General Table IV.

EDUCATION—GENERAL TABLE II.

Abstract Return of Expenditure on Public Instruction in North-Western Provinces and Oudh, for the official year 1885-86.—(concluded.)

(For details see General Table IV.)

		Total Direct Expenditure on Public Instruction.							Remarks.
		University Education.		*School Education, General.*		*School Education, Special.*		Total.	
		Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other special Schools.		
1		2	3	4	5	6	7	8	9
		Rs. a. p	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	
3. Average annual cost * of educating each pupil in—									* The annual cost is calculated on the *direct* expenditure only. The average cost of educating each pupil is obtained by dividing the direct expenditure by the average number on the rolls monthly during the year.
Departmental Institutions.	Cost to Provincial Revenues ...	133 15 2	...	23 4 9	...	...	...	80 13 2	
	Total cost ...	147 12 2	...	32 11 2	...	..	...	92 8 3	
Local Fund Schools.†	Cost to Local Funds ...	210 10 4	...	7 1 6	2 15 10	118 9 8	...	4 0 8	† The average cost of each pupil in Local Fund and Municipal Schools is obtained from the figures given in General Table VII.
	Total cost ...	221 14 8	...	8 14 1	3 0 8	118 11 8	...	4 7 2	
Municipal Schools †	Cost to Municipal Funds ...	...	...	7 9 11	3 14 10	...	...	4 8 5	
	Total cost ...	...	...	9 15 1	4 2 7	...	...	5 1 8	
Other Departmental Institutions.	Cost to Provincial Revenues ...	...	679 11 1	...	...	...	19 0 10	130 5 11	
	Cost to Local Funds ...	...	...	...	...	...	3 6 1	2 12 7	
	Total cost ...	...	702 0 10	...	...	...	24 15 3	139 0 8	
Aided Institutions.	Cost to Provincial Revenues ...	101 0 3	19 3 4	6 3 8	1 3 8	...	...	5 6 4	
	Cost to Local & Municipal Funds,	16 1 8	...	5 10 5	3 11 1	26 1 4	4 7 9	5 0 6	
	Total cost ...	295 9 0	44 4 11	37 0 9	12 1 11	91 11 9	12 2 10	30 7 4	
Unaided Institutions...	Total cost ...	551 13 8	46 4 3	15 3 7	4 14 1	...	...	15 6 3	
All Institutions.	Cost to Provincial Revenues ...	116 14 2	512 3 11	1 13 2	0 1 1	...	15 2 2	1 9 2	
	Cost to Local & Municipal Funds,	7 12 5	...	6 10 1	3 9 7	113 4 4	3 9 8	4 2 1	
	Total cost ...	210 12 5	536 7 10	26 9 9	3 9 5	117 2 10	22 5 3	8 7 11	

EDUCATION—GENERAL TABLE III.

(a)—*Return of Colleges, Schools, and Scholars in the North-Western Provinces and Oudh for the official year* 1885-86.

Class of institutions.	PUBLIC INSTITUTIONS. Under Public Management. Maintained by the Department. Number of institutions.	Number of scholars on the rolls on 31st March, 1886.	Average number on the rolls monthly during the year.	Average daily attendance.	Maintained by Local Fund and Municipal Boards. Number of institutions.	Number of scholars on the rolls on 31st March, 1886.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9
University Education.								
Arts Colleges.								
English	2	175	175	157	1	11	12	10
Oriental	1	458	439	404	...	...	...	...
Colleges or Departments of Colleges for Professional Training.								
Law	...	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...	...
Total ...	3	633	614	561	1	11	12	10
School Education, General.								
Secondary Schools.								
For boys ... English ...	1	514	504	450	42	8 581	8,555	7,163
For boys ... Vernacular ...	1	60	63	52	433	37,219	35,640	29,861
For girls ... English ...	...	...	...	...	...	...	...	...
For girls ... Vernacular ...	...	...	...	...	...	...	...	...
Total ...	2	574	567	502	475	45,800	44,195	37,024
Primary Schools.								
For boys	...	...	...	...	4,915	1,71,050	1,69,687	1,36,267
For girls	...	...	...	...	170	3,796	3,761	2 862
Total ...	...	...	...	...	5,085	1,74,846	1,73,448	1,39,129
School Education, Special.								
Schools for Special Instruction.								
Training Schools for Masters,	...	...	...	...	10	353	372	343
Training Schools for Mistresses.	...	...	...	...	2	4	4	
Medical Schools ...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools.	...	...	...	...	...	...	...	...
Industrial Schools. For males ...	...	...	...	...	...	...	...	...
Industrial Schools. For females,	...	...	...	...	...	...	...	...
Other Schools	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	12	357	376	347
Total of Colleges and Schools of Public Instruction.	5	1,207	1,181	1,063	5,573	2,21,014	2,18,031	1,76,510

EDUCATION—GENERAL

(a)—*Return of Colleges, Schools, and Scholars in the North-*

Class of Institutions.	PUBLIC INSTITUTIONS—(*concluded*).											
	Under Public Management.				Under Private Management.							
	A—Aided by Department. B—Maintained by other Departments.				*Aided by the Department or by Local Fund or Municipal Board.*				*Unaided.*			
	Number of institutions.	Number of scholars on the rolls on 31st March, 1886.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March, 1886.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March, 1886.	Average number on the rolls monthly during the year.	Average daily attendance.
	10	11	12	13	14	15	16	17	18	19	20	21
Arts Colleges.												
University Education. English	...	...	...	...	4	228	216	198	(b)6	64	35	35
Oriental	...	...	...	...	1	88	98	76	...	...	...	...
Colleges or Departments of Colleges for Professional Training.												
Law	A1	61	45	38	1	48	52	32	1	18	15	12
Engineering ...	Bi	154	154	154	...	...	...	...	...	...	...	...
Total ...	2	215	199	192	6	364	366	306	7	52	50	47
Secondary Schools.												
School Education, General. For boys, English ...	...	...	...	...	78	13,730	13,484	10 943	9	909	1,000	703
For boys, Vernacular,	...	...	...	...	14	1.234	1,255	1,066	9	898	859	660
For girls, English ...	...	...	...	...	17	1,443	1,464	1,365	3	68	68	59
For girls, Vernacular,	...	...	...	...	2	157	156	137	...	...	...	...
Total ..	...	...	...	...	111	16 564	16,359	13,511	21	1,875	1,927	1,422
Primary Schools.												
For boys	...	...	...	...	93	5.162	4,964	4,026	45	1.622	1,607	1,300
For girls	...	...	...	...	173	5,411	5,318	4,359	8	186	194	134
Total ...	...	...	...	...	266	10,593	10,282	8,385	54	1,808	1,801	1,434
Schools for Special Instruction.												
School Education, Special. Training Schools for Masters.	...	...	...	...	1	23	23	20	...	...	...	...
Training Schools for Mistresses.	...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools ...	B 1	105	109	100	...	...	...	...	...	...	...	...
Engineering and Surveying Schools.	...	...	...	...	...	...	...	...	...	...	...	...
Industrial Schools. For males ...	...	...	...	...	1	66	62	60	...	...	...	...
Industrial Schools. For females,	...	...	...	...	1	120	120	120	...	...	...	...
Other Schools ...	B 19	1,232	873	536	1	92	72	68	...	...	...	...
Total ...	20	1,337	982	636	4	301	277	268	...	...	...	...
Total of Colleges and Schools of Public Instruction.	22	1,552	1,181	828	387	27,822	27,284	22,470	82	3,735	3,778	2,903

Private Institutions ...
1. Advanced Teaching—
   (a) Arabic or Persian ... ...
   (b) Sanskrit ... ...
   (c) Oriental Classic unspecified ... ...
2. Elementary, teaching a Vernacular only or mainly { For boys ... / „ girls ...

Total ...

GRAND TOTAL ...

1.—The term *classical language* in column 25 includes

TABLE III—(*concluded*).

Western Provinces and Oudh for the official year 1885-86.

Grand Total of Public Institutions.	Grand Total of Scholars on the 31st of March, 1886.	Number of Scholars on the 31st March, 1886, learning			Classification of Scholars on the 31st March, 1886, according to Race or Creed.					Remarks.
		English.	A classical language.	A vernacular language.	Europeans and Eurasians.	Native christians.	Hindus.	Muhammadans.	Unspecified.	
22	23	24	25	26	27a	27b	27c	27d	27e	28
13	448	446	361	3	18	7	360	63	...	
2	546	42	505	41	...	...	495	51	...	
3	127	79	...	..	3	5	108	11	...	(a) This table includes the statistics of the Civil Engineering College, Roorkee, and the Agra Medical School, which, are not taken into account in the body of the Report.
1	154	...	...	...	60	2	73	19	...	
19	1,275	567	866	44	81	14	1,036	144	...	
130	23,734	22,381	11,284	18,156	1,000	897	17,145	4 678	14	(b) Including the College department for girls attached to the Girls' High School, Allahabad, attended by three girls.
457	39,411	394	5,554	38,552	...	57	30,134	9,220	...	
20	1 511	1,348	830	1,012	901	573	37	...	...	
2	157	36	44	220	...	154	3	...	...	
609	64,813	24,159	17,212	52,940	1,901	1,681	47,319	13,898	14	
5,054	177,854	3,163	7,676	180,130	163	605	152,231	24,821	34	
351	9,393	520	141	9,574	173	1,041	5,111	3,068	...	
5,405	187,247	3,683	7,817	189,704	336	1,646	157,342	27,889	34	
11	376	...	31	649	...	23	267	86	...	
2	4	...	...	4	...	...	4	...	...	
1	105	...	...	...	1	22	41	41	...	
...	...	...	...	...	...	...	...	...	...	
1	66	...	...	132	...	66	...	...	...	
1	120	...	...	...	...	120	...	...	...	
20	1,324	20	...	1,309	...	...	1,257	67	...	
36	1,995	20	31	2,094	1	231	1,569	194	...	258 girls in Boys' schools.
6,069	255,330	28,429	25,926	244,782	2.319	3,572	207,266	42,125	48	218 boys in Girls' schools.
1,578	14,373	...	14.373	...	...	...	12,566	9 417	68	
567	7,381	...	7,381							
40	297	...	297							
4,934	55,523	1,019	21,462	34,114	1	349	36,744	18,372	57	
118	1,288	10	400	884	1	53	548	686	...	11 girls in boys' schools.
7,232	78,862	1,029	43,913	34,998	2	402	49,858	28,475	125	
13,301	334,192	29,458	69,839	279,780	2,321	3,974	257,124	70,600	173	269 Total girls in Boys' schools. 218 „ boys in Girls' schools.

European and Oriental classical languages.

EDUCATION—GENE

Return of Expenditure on Public Instruction in North-

Object of expenditure.	PUBLIC IN						
	UNDER PUBLIC						
	Maintained by the Department.						
	Provincial revenues.	Local rates or cesses.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2a	2b	2c	3d	2e	2f	2
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts College.							
UNIVERSITY EDUCATION. English	68,343	...	...	7,268	...	979	76,590
Oriental	13,901	...	...	...	...	234	14,135
Colleges or Departments of Colleges for Professional Training.							
Law	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...
Total ...	82,244	...	...	7,268	...	1,213	90,725
Secondary Schools.							
SCHOOL EDUCATION, GENERAL. For boys ... English ...	11,703	...	...	5,330	...	...	17,033
For boys ... Vernacular ...	1,506	...	...	...	...	...	1,506
„ girls ... English ...	...	...	...	...	...	...	...
„ girls ... Vernacular ...	...	...	...	...	...	...	...
Total ...	13,209	...	...	5,330	...	...	18,539
Primary Schools.							
For boys	...	...	...	...	...	...	...
„ girls	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...
Schools for Special Instruction.							
SCHOOL EDUCATION, SPECIAL. Training Schools for Masters ...	...	...	...	...	...	...	...
Ditto for Mistresses ...	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...
Industrial School for males ...	...	...	...	...	...	...	...
Ditto for females ...	...	...	...	...	...	...	...
Other Schools	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
Scholarships held in Arts Colleges ...	5,822	...	36	...	...	3,556	9,414
Professional Colleges,	...	...	...	...	...	...	...
Secondary Schools ...	449	1,122	...	...	...	48	1,619
Primary Schools ...	...	...	...	...	...	...	...
Special Schools other than Training Schools.	...	...	...	...	...	...	...
Buildings	59,694	...	...	...	...	...	59,694
Miscellaneous	...	...	...	...	...	...	...
Total ...	65,965	1,122	36	...	...	3,604	70,727
Total expenditure on Public Instruction.	1,61,418	1,122	36	12,598	...	4,817	1,79,991

RAL TABLE IV.

Western Provinces and Oudh, for the official year 1885-86.

STITUTION.

MANAGEMENT.

Maintained by Local Fund and Municipal Boards.							A.—*Aided by the Department.* B.—*Maintained by other Departments.*						
Provincial Revenues.	Local Rates or Cesses.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Local Rates or Cesses.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
3a	3b	3c	3d	3e	3f	3	4a	4b	4c	4d	4e	4f	4
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	2,528	...	135	...	...	2,663	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	A 350	...	...	2,950	1,500	...	4,800
...	...	...	...	...	...	...	B 1,34,909	...	...		...	...	1,34,909
...	2,528	...	135	...	...	2,663	1,35,259	...	...	2,950	1,500	...	1,39,709
...	1,67,832	11,427	39,679	1,300	5,364	2,25,602	...	...	...	...	...	...	...
...	1,40,054	6,458	17,200	1,612	2,506	1,67,830	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...		...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	3,07,886	17,885	56,879	2,912	7,870	3,93,432	...	...	...	...	...	...	...
...	4,89,238	19,074	3,739	1,504	1,101	5,14,706	...	...	...	...	...	...	...
...	16,647	1,247	...	252	7	16,153	...	...	...	...	...	...	...
...	5,05,935	20,321	3,739	1,756	1,108	5,32,859	...	...	...	...	...	...	...
...	44,476	...	15	...	15	44,506	...	...	...	...	...	...	...
...	120	...	...	...	18	138	...	...	...	...	...	...	...
...	...	...	...	...	...	...	B 14,988	...	...	...	...	...	14,988
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	B 3,724	3,321	...	2,471	...	...	9,516
...	44,596	...	15	...	33	44,644	18,712	3,321	...	2,471	...	...	24,504
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
200	...	228	...	...	162	590	...	...	...	...	...	...	...
...	...	...	...	...	...	...	600	...	192	...	...	1,749	2,541
4,368	26,283	3,425	...	...	1,967	36,103	...	...	...	...	...	...	...
...	240	148	...	...	...	388	...	...	...	...	...	...	...
36	...	...	...	...	...	36	9,100	...	1,240	...	...	488	10,828
...	79,158	928	214	1,600	1,867	83,767	B 7,320	...	...	...	...	...	7,320
...	...	...	...	...	...	...	...	...	...	...	...	...	...
4,604	1,05,681	4,789	214	1,600	3,996	1,20,884	17,020	...	1,432	...	...	2,237	20,689
4,604	9,66,626	42,995	60,989	6,868	13,007	10,94,482	1,70,991	3,321	1,432	5,421	1,500	2,237	1,84,992

EDUCATION—GENE

Return of Expenditure on Public Instruction in North-

Object of Expenditure.	PUBLIC INS						
	UNDER PRIVATE						
	Aided by the Department or by local Fund or Municipal Boards.						
	Provincial Revenues.	Local Rates or Cesses.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	5a	5b	5c	5d	5e	5f	5
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges.							
UNIVERSITY EDUCATION. English	29,186	...	5,058	6,020	1,215	45,490	86,969
Oriental	2,533	...	...	19	...	3,287	5,839
Colleges or Departments of Colleges for Professional Training.							
Law	999	...	...	505	...	800	2,304
Engineering	...	...	...	...	...	...	...
Total ...	32,718	...	5.058	6,544	1,215	49.577	95,112
Secondary Schools.							
SCHOOL EDUCATION, GENERAL. For Boys ... English ...	70,376	64,292	16,074	88,490	28,190	1,42 893	4,11,229
For Boys ... Vernacular ...	1,500	2,700	463	1,120	2.262	2.887	10.632
„ Girls ... English ...	30,339	6,600	240	64 729	5,225	73 839	1,80,972
„ Girls ... Vernacular ...	...	1,260	...	...	...	2,040	3,300
Total ...	1,01,915	74,852	17,677	1,54,339	35,686	2,21.664	6,06,133
Primary Schools.							
For Boys	4.888	12,382	5,396	4,749	9,747	10,056	47,218
„ Girls	7,762	18,734	1,490	3,125	16,522	29,773	77.406
Total ...	12,650	31,116	6,886	7,874	26,269	39,829	1,24,624
Schools for Special Instruction.							
SCHOOL EDUCATION, SPECIAL. Training Schools for Masters ...	...	600	...	...	...	1,510	2,110
Ditto for Mistresses,	...	...	...	...	...	...	...
Schools of Art	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...
Medical Schools ...	...	...	...	...	...	...	...
Industrial Schools for Males ...	...	600	...	...	...	504	1,104
Ditto for Females ...	...	480	...	...	...	840	1,320
Other Schools	...	...	60	147	384	79	670
Total ...	...	1,680	60	147	384	2,933	5,204
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
Scholarships held in ... Arts Colleges ...	1,592	16	124	...	...	10 946	12,678
Professional Colleges ...	...	...	...	...	...	...	...
Secondary Schools ...	1,091	1,496	316	...	...	12,301	15,204
Primary Schools ...	...	...	...	...	...	...	...
Special Schools other than Training Schools.	...	...	...	...	...	...	...
Buildings	11,600	2,593	...	3,983	70,634	86,837	1,75,647
Miscellaneous	...	...	...	...	...	...	...
Total ...	14,283	4,105	440	3,983	70,634	1,10,084	2,03,529
Total expenditure on public instruction.	1,61,566	1,11,753	30,121	1,72,887	1,34,188	4,24,087	10,34,602

(a) This is the sum expended by the Calcutta University in
(b) Includes Rs. 4,445 on account of prizes formerly shown
(c) Includes Rs. 630 from
(d) Includes Rs. 48 from
(e) Includes Rs. 34,018 on account of Book

RAL TABLE IV.—(*concluded*).

Western Provinces and Oudh, for the official year 1885-86.

TITUTIONS.									
MANAGEMENT.				TOTAL EXPENDITURE FROM—					
Unaided.									
Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Local Rates or Cesses.	Municipal Funds.	Fees.	All other sources.	GRAND TOTAL.
6a	6b	6c	6	7a	7b	7c	7d	7e	7
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1,000	9,506	8,809	19,315	97,529	2,528	5,058	14,423	65,999	1,85,537
...	...	...	...	16,434	...	...	19	3,521	19,974
694	...	...	694	1,349	...	...	4,149	2,300	7,798
...	...	...	...	1,34,909	...	...	...	...	1,34,909
1,694	**9,506**	**8,809**	**20,009**	**2,50,221**	**2,528**	**5,058**	**18,591**	**71,820**	**3,48,218**
2,957	4,685	11,470	19,112	82,079	2,32,124	28,401	1,36,456	1,93,916	6,72,976
811	688	7,234	8,733	2,706	1,42 754	6,921	19,131	17,189	1,88,701
...	...	1,500	1,500	30,339	6 600	240	64,729	80,564	1,82,472
...	...	...	...	...	1,260	...	...	2,040	3,300
3,768	**5,373**	**20,204**	**29,345**	**1,15,124**	**3,82,738**	**35,562**	**2,20,316**	**2,93,709**	**10,47,449**
421	2,922	4,727	8,070	4,888	5,01,670	24,470	8,909	30,057	5,69,994
2	...	724	726	7,762	35,381	2,737	3,127	47,278	96,285
423	**2,922**	**5,451**	**8,796**	**12,650**	**5,37,051**	**27,207**	**12,036**	**77,335**	**6,66,279**
...	...	...	...	...	45,076	...	15	1,525	46,616
...	...	...	...	...	120	...	...	18	138
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	14,958	...	...	...	...	14,988
...	...	...	...	...	600	...	...	504	1,104
...	...	...	...	...	480	...	...	840	1,320
...	...	...	...	8,724	3,321	60	2,613	463	10,186
...	...	...	...	**18,712**	**49,597**	**60**	**2,633**	**3,350**	**74,352**
...	...	...	...	...	...	...	(a) 11,582	...	11,582
...	...	...	...	40,708	...	...	...	...	40,708
...	...	...	...	..	(b)2,45,346	...	...	...	2,45,346
...	...	(c) 1,494	1,494	7,614	16	388	...	16,158	24,176
...	...	...	...	600	...	192	...	1,749	2,541
...	...	(d) 288	288	5,998	28,901	3,801	...	14,604	53,214
...	...	...	...	...	240	148	...	...	388
...	...	...	...	9,136	...	1,240	...	488	10,864
...	...	...	...	78,614	81,751	928	4,197	1,60,938	3,26,428
...	...	...	...	(e) 47,522	18,119	...	...	...	65,641
...	...	**1,782**	**1,782**	**1,90,102**	**3,74,373**	**6,697**	**15,779**	**1,93,937**	**7,80,888**
5,885	**17,801**	**36,246**	**59,932**	**5,86,809**	**13,46,287**	**74,584**	**2,69,355**	**6,40,151**	**29,17,186**

examining students from the Colleges of these Provinces.
under head Miscellaneous.
Provincial Funds.
Provincial Funds.
Depôt charges. The Depôt is now closed.

Return of the Stages of Instruction of pupils in Public Schools for General Edu

Class of Schools.			Number of Schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination. 1			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage. 2		
					Boys.	Girls.	Total.	Boys	Girls	Total.
Secondary Schools.										
For Boys ...	Departmental,	English ...	1	514	84	...	84	108	...	108
		Vernacular,	1	60	40	...	40	20	...	20
	Local Fund ...	English	36	8,207	653	...	653	1,778	...	1,778
		Vernacular,	429	36,672	128	...	128	6,504	...	6,504
	Municipal ...	English ..	6	374	...	...	...	38	...	38
		Vernacular,	4	547	...	...	...	55	...	55
	Aided ...	English ...	78	13,730	831	...	831	2,438	...	2,438
		Vernacular,	14	1,234	58	...	58	155	...	155
	Unaided ...	English ..	9	909	41	...	41	173	...	173
		Vernacular,	9	898	48	...	48	192	...	192
	Total ...		587	63,145	1,883	...	1,883	11,461	...	11,461
For Girls...	Aided ...	English ...	17	1,443	...	32	32	...	331	331
		Vernacular,	2	157	...	...	...	...	25	25
	Unaided ...	English ..	3	68	...	5	5	...	3	3
	Total ...		22	1,668	...	37	37	...	359	359
Total, Secondary Schools ...			609	64,813	1,883	37	1,920	11,461	359	11,820
Primary Schools.										
For Boys ...	Local fund ...	...	4,810	167,021	...	...	...	...	...	...
	Municipal ...	...	105	4,029	...	...	...	...	...	...
	Aided ...	...	93	5,182	...	...	...	...	...	...
	Unaided ...	...	46	1,622	...	...	...	...	...	...
	Total ...		5,054	177,854	...	...	...	...	...	...
For Girls ...	Local Fund ...	...	160	3,535	...	...	...	...	...	...
	Municipal ...	...	10	261	...	...	...	...	...	
	Aided ...	...	173	5,411	...	...	...	...	...	...
	Unaided ...	...	8	186	...	...	...	...	...	...
	Total ...		351	9 393	...	...	...	...	...	...
Total, Primary Schools ...			5,405	187,247	...	...	...	...	...	...
Grand Total ...			6,014	252,060	1,883	37	1,920	11,461	359	11,820

(a) Includes 18 of whom

RAL TABLE V.

cation in North-Western Provinces and Oudh, at the end of the official year 1885-86.

Upper Primary Stage.			Lower Primary Stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Comprising all pupils who have not passed beyond the Lower Primary Stage.								
			Reading printed books.			Not reading printed books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
197	...	197	125	...	125	...	...	...	514	...	514
...	...	...	...	...	...	...	...	...	60	...	60
2,234	...	2,234	3,542	...	3,542	...	...	...	8,207	...	8,207
8,201	...	8,201	20,019	...	20,019	1,820	...	1,820	36,672	...	36,672
82	...	82	254	...	254	...	...	...	374	...	374
114	...	114	352	...	352	26	...	26	547	...	547
2,962	...	2,962	7,106	...	7,106	393	...	393	13,730	...	13,730
223	...	223	681	...	681	117	...	117	1,234	...	1,234
154	...	154	538	...	538	3	...	3	909	...	909
165	...	165	401	...	401	74	...	74	(a) 898	...	(a)898
14,332	...	14,332	33,018	...	33,018	2,433	...	2,433	(a)63,145	...	(a)63,145
...	606	606	...	456	456	...	18	18	...	1,443	1,443
...	35	35	...	89	89	...	8	8	...	157	157
...	14	14	...	22	22	...	24	24	...	68	68
...	655	655	...	567	567	...	50	50	...	1,668	1,668
14,332	655	14,987	33,018	567	33,585	2,433	50	2,483	(a 63,145	1,668	(a)64,813
32,740	...	32,740	1,24,797	...	124,797	9,484	...	9,484	167,021	...	167,021
335	...	335	3,243	...	3,243	451	...	451	4,029	...	4,029
541	...	541	4,256	...	4,256	385	...	385	5,182	...	5,182
157	...	157	1,270	...	1,270	195	...	195	1,622	...	1,622
33,773	...	33,773	133,566	...	133,566	10,515	...	10,515	177,854	...	177,854
...	215	215	...	2,711	2,711	...	609	609	...	3,535	3,535
...	4	4	...	240	240	...	17	17	...	261	261
...	433	433	...	4,719	4,719	...	259	259	...	5,411	5,411
...	...	...	...	81	81	...	105	105	...	186	186
...	652	652	...	7,751	7,751	...	990	990	...	9,393	9,393
33,773	652	34,425	133,566	7,751	141,317	10,515	990	11,505	177,854	9,393	187,247
48,105	1,307	49,412	166,584	8,318	174,902	12,948	1,040	13,988	(a) 240,999	11,061	(b) 252,060

no details are given.

EDUCATION, GENE

Return showing the Results of Prescribed Examinations in North-

Nature of Examination.	Number of Institutions sending Examinees				Number of		
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under Public management.	Aided institutions.	Other institutions.
1	2	3	4	5	6	7	8
Arts Colleges—							
1 Master of Arts	1	1	...	2	6	2	...
2. Bachelor of Arts	2	3	2	7	37	40	7
3. B. Sc.							
4. First B. A.							
First B. Sc.							
First Arts	3	4	5	12	58	76	15
Previous Examination							
Engineering—							
Roorkee College Examinations—							
1. Engineers					8	...	...
2. Upper Subordinates					25	...	...
3. Lower Subordinates					43	...	...
4. College Entrance Examination or Matriculation — Engineering ...	1	...	...	1	20	...	...
Upper Subordinates ...					66	...	...
Lower Subordinates ...					167	...	...
Matriculation ... — Boys ...	24	32	4	60	301	318	26
Girls ...	...	5	...	5	...	16	...
Public Service Certificate Examination. — English ...	37	51	15	103	792	705	...
Vernacular ...	403	26	...	429	2,105	136	...
Schools of Special Instruction—							
1. Training School Examination for Masters. — Upper ... / Lower ...	10	...	...	10	480	...	...
2. Training School Examination for Mistresses. — Upper ...	...	...	...	...	...	...	...
Lower ...	...	...	...	...	...	...	...
3. Acharya Examination	2	...	...	2	19	...	...
4 Madhyama Pariksha Examination ...					18	...	...
5. Prathama Pariksha Examination ...	4	...	4	8	58	...	6

RAL TABLE VI—1886.

Western Provinces and Oudh, during the official year 1885-86.

Examinees.		*Number passed.*					*Race or Creed of passed Scholars.*			
Private students.	Total.	Institutions under public management	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.
9	10	11	12	13	14	15	16a	16b	16c	16d
...	8	1	1	...	...	2	...	...	2	...
...	84	23	23	5	...	51	2	...	42	7
15	164	33	44	13	1	91	9	...	64	18
...	8	4	...	...	...	4	No details of race or creed of passed candidates from Roorkee College supplied.			
...	25	22	...	...	...	22				
...	43	33	...	...	...	33				
...	20	13	...	...	...	13				
...	66	29	...	...	...	29				
...	167	50	...	...	...	50				
58	703	131	90	6	4	231	19	...	176	36
...	16	...	7	...	...	7	5	2	...	...
511	2,008	403	259	...	123	785	...	15	594	176
1,082	3,323	1,045	45	...	154	1,244	...	...	920	324
...	480	133	...	...	...	133	...	...	199	65
		131	...	...	...	131				
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	19	15	...	...	...	15	...	...	15	...
...	18	13	...	...	...	13	...	...	13	...
...	64	42	...	4	...	46	...	...	46	...

EDUCATION, GENE

Return showing the Distribution of Local Fund and Municipal Expenditure on Public

Objects of Expenditure.		Expenditure of Local Fund — In Institutions maintained: Number of Institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.	Local rates or cesses.
1		2	3	4	5	6	7
	Arts Colleges.					Rs.	Rs.
University Education	English	1	11	12	10	...	2,528
	Oriental	...	...	...	...	...	...
	Total ...	1	11	12	10	...	2,528
	Secondary Schools.						
School Education, General.	For Boys ... English	36	8 207	8,199	6,883	...	1,67,592
	For Boys ... Vernacular	429	36,672	35,162	29,463	...	1,40,054
	For Girls ... English	...	...	...	...	...	...
	For Girls ... Vernacular	...	...	...	...	...	...
	Total ...	465	44 879	43,361	36,346	...	3,07,646
	Primary Schools.						
	For Boys	4,810	1,67,021	165,659	132,942	...	4,89,286
	For Girls	160	3,535	3,498	2,657	...	16,467
	Total ...	4,970	170,556	169,157	135 599	...	5,05,753
	Schools for Special Instruction.						
School Education, Special.	Training Schools for Masters	10	353	372	343	...	44,476
	Ditto for Mistresses	2	4	4	4	...	120
	Industrial schools: For Males	...	...	...	...	...	...
	Industrial schools: For Females	...	...	...	...	...	...
	Other Schools	...	...	...	...	...	...
	Total ..	12	357	376	347	...	44,596
Inspection	... ...	...	...	...	...	...	...
Scholarships held in	Arts Colleges	...	...	...	...	200	...
	Professional Colleges	...	...	...	...	...	...
	Secondary Schools	...	...	...	...	4,368	26,247
	Primary Schools	...	...	...	...	...	240
	Special Schools other than Training Schools.	...	...	...	...	36	...
Buildings	... ...	...	...	...	...	...	79,158
Miscellaneous	... ...	...	...	...	...	...	...
	Total ...	...	...	...	...	4,604	1,05,645
	Grand Total ...	5,418	215,823	212,906	172 302	4,604	9,66,168

In institutions maintained

RAL TABLE VII.

Instruction in the North-Western Provinces and Oudh, for the official year 1885-86.

Boards on Public Instruction.								
by Local Fund Boards.					*In Institutions maintained by*			Total Local Fund Expenditure on Public Instruction.
Municipal grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Department.	Municipal Boards.	Private persons or Associations.	
8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	135	...	...	2,663	...	...	...	2,528
...	...	...	...	...	...	...	...	...
...	135	...	...	2,663	...	...	...	2,528
6,959	39 192	740	5,360	2,19,843	...	240	64,292	2,32,124
4,569	16,556	1,612	2,506	1,65,297	...	...	2,700	1,42,754
...	...	...	...	...	...	...	6,600	6,600
...	...	...	...	...	...	...	1,260	1,260
11,523	55,748	2,352	7,866	3,85,140	...	240	74,852	3,82,738
3,255	3,438	981	1,101	4,98,061	...	2	12.382	5,01,670
204	...	252	7	16,930	...	180	18,734	35,381
3,459	3,438	1,233	1,108	5,14,991	...	182	31,116	5,37,051
...	15	...	15	45,506	...	...	600	45,076
...	...	...	18	138	...	...	...	120
...	...	...	...	...	...	...	600	600
...	...	...	...	...	...	...	480	480
...	...	...	...	...	...	...	(a) 3,321	3,321
...	15	...	33	44,644	...	...	5 001	49,597
...	...	...	...	...	...	...	...	2,45,346
228	...	...	162	590	...	...	16	16
...	...	...	...	...	...	...	...	...
3,475	...	...	1,967	36,057	1,122	36	1,496	28,901
...	...	...	...	240	...	...	...	240
...	...	...	...	36	...	...	...	...
928	214	1,600	1,867	83,767	...	...	2,593	81.751
...	...	...	...	...	...	...	...	18,119
4,631	214	1,600	3,996	1,20,690	1,122	36	4,105	3,74,373
19,618	59,550	5,185	13,003	10,68,128	1,122	458	1,15,074	13,46,287

by other Departments.

EDUCATION, GENE

Return showing the Distribution of Local Fund and Municipal Expenditure on Public

Objects of Expenditure.	Expenditure of Municipal Boards — In Institutions maintained: Number of Institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Municipal rates.
1	17	18	19	20	21
Arts Colleges.					Rs.
University Education. English	...	...	...	...	...
University Education. Oriental	...	...	...	...	...
Total ...	...	...	...	...	...
Secondary Schools.					
School Education, General. For Boys ... English	6	374	356	280	4,468
School Education, General. For Boys ... Vernacular	4	547	478	398	1,889
School Education, General. For Girls ... English	...	...	...	...	...
School Education, General. For Girls ... Vernacular	...	...	...	...	...
Total ...	10	921	834	678	6,357
Primary Schools.					
School Education, General. For Boys	105	4,029	4,028	3,325	15,819
School Education, General. For Girls	10	261	263	205	1,043
Total ...	115	4,290	4,291	3,530	16,862
Schools for Special Instruction.					
School Education, Special. Training Schools for Masters	...	...	...	...	...
School Education, Special. Ditto for Mistresses ...	...	...	...	...	...
School Education, Special. Industrial Schools ... For Males ...	...	...	...	...	...
School Education, Special. Industrial Schools ... For Females ...	...	...	...	...	...
School Education, Special. Other Schools	...	...	...	...	...
Total ...	...	...	...	...	...
Inspection	...	...	...	...	..
Scholarships held in ... Arts Colleges ...	...	...	...	...	...
Scholarships held in ... Professional Colleges ...	...	...	...	...	...
Scholarships held in ... Secondary Schools ...	...	...	...	...	10
Scholarships held in ... Primary Schools ..	...	...	...	...	148
Scholarships held in ... Special Schools other than Training Schools	...	...	...	...	...
Buildings	...	...	...	...	...
Miscellaneous	...	...	...	...	...
Total ...	...	...	...	...	158
GRAND TOTAL ...	125	5,211	5,125	4,208	23,377

(a) In institutions maintained

RAL TABLE VII.—(*concluded*).

Instruction in the North-Western Provinces and Oudh, for the official year 1885-86.

ON PUBLIC INSTRUCTION.									
by Municipal Boards.					*In Institutions maintained by*				
Local Fund grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Department.	Local Fund Boards.	Private persons or Associations.	Total Municipal Expenditure on Public Instruction.	Total Expenditure of Local Fund and Municipal Boards on Public Instruction.
22	23	24	25	26	27	28	29	30	31
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	5,058	5,058	7,586
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	5,058	5,058	7,586
240	487	560	4	5,759	...	6,959	16,974	28,401	2,60,525
...	644	...	...	2,533	...	4,569	463	6,921	1,49,675
...	...	...	...	...	...	...	240	240	6,840
...	...	...	...	...	...	...	...	...	1,260
240	1,131	560	4	8,292	...	11,528	17,677	35,562	4,18,300
2	301	523	...	16,645	...	3,255	5,396	24 470	5,26,140
180	...	...	...	1,223	...	204	1,490	2,737	38,118
182	301	523	...	17,868	...	3,459	6,886	27 207	5,64,258
...	...	...	...	...	...	...	...	...	45,076
...	...	...	...	...	...	...	...	...	120
...	...	...	...	...	...	...	...	...	600
...	...	...	...	...	...	...	...	...	480
...	...	...	...	...	...	...	60	60	3,381
...	...	...	...	...	...	...	60	60	49,657
...	...	...	...	...	...	...	...	...	2,45,346
...	...	...	...	...	36	228	124	388	404
...	...	...	...	...	(*a*) 192	...	...	192	192
36	...	...	...	46	...	3,475	316	3,801	32,702
...	...	...	...	148	...	...	...	148	388
...	...	...	...	...	(*a*) 1,240	...	...	1,240	1,240
...	...	...	...	...	...	928	...	928	82,679
...	...	...	...	...	...	...	...	...	18,119
36	...	...	...	194	1,468	4,631	440	6,697	3,81,070
458	1,432	1,083	4	26,354	1,468	19,618	30,121	74,584	14,20,871

by other Departments.

REVISED GENERAL TABLES,

For the year ending March, 1885.

EDUCATION, GENERAL TABLE I.

Revised Abstract Return of Colleges, Schools, and Scholars in North-Western Provinces and Oudh, at the end of the official year 1884-85.

(For details see General Table III.)

Area and population.				Public Institutions.							Private Institutions.		Grand Total	Percentage of
				University Education.		*School Education, General.*		*School Education, Special.*		Total of Public Institutions.	Advanced.	Elementary.		
Total area in square miles	Number of towns* and villages.	Population.		Arts Colleges	Professional Colleges	Secondary Schools.	Primary Schools.	Training Schools	All other Special Schools.					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
106,111·5	Towns* . 297	Males ... 22,912,556	Institutions. For males,	14	4	566	5,139	11	15	5 747	1,757	4 895	12,399	Institutions to No. of towns and villages. 11·76
			For females,	...	...	16	326	3	1	346	...	57	403	·38
	Villages, 105,124	Females... 21,195,313	Total ...	14	4	582	5,465	14	14	6,093	1,757	4,952	12,802	12·14
	Total... 105,421	Total ... 44,107,869	Scholars. Males ...	930	266	61,473	185,396	399	891	249,355	23,790	54,259	327,404	Male scholars to male population of school-going age.† 9 53
			Females ...	...	...	1,354	9,155	96	141	10,746	...	1,256	12,002	Female scholars to female population of school going age.† ·38
			Total ...	930	266	62,827	194,551	495	1,032	260,101	23,790	55,515	339,406	5 13

* A town contains 5,000 inhabitants or upwards. A village contains less than 5,000 inhabitants A Municipality, whatever its population, is entered as a town.

† The population of school going age is taken at 15 per cent. of the whole population. The number of scholars on the rolls on the 31st March is shown.

EDUCATION, GENERAL TABLE II.

Revised Abstract Return of Expenditure on Public Instruction in North-Western Provinces and Oudh for the official year 1884-85.

(For details see General Table IV.)

	Total Direct Expenditure on Public Instruction.							Total Indirect Expenditure on Public Instruction.								Total expenditure on Public Instruction.
	University education.		*School education, General.*		*School education, special.*		Total.	University.	Direction.	Inspection.	Scholarships	Buildings.	Special grants for furniture and apparatus.	Miscellaneous.	Total	
	Arts Colleges.	Professional Colleges.	Secondary Schools	Primary Schools.	Training Schools.	All other special Schools.										
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
	Rs.	Rs.	Rs.	Rs.	Rs	Rs.	Rs.	Rs.	Rs.	Rs	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1. Institutions ... For males	2,31,066	1,44,641	8,18,289	6 02,127	47,641	27,576	18,71,340	5,636	38,945	2,32,308	63,663	2,75,686	18,410	30 026	6,64,674	25,36 014
For females	...	...	1,56,995	91,802	6,594	1,200	2,56,591	...	...	...	...	...	...	...	-	2,56 591
Total ...	2,31,066	1,44,641	9,75,284	6,93,929	54,235	28,776	21,27,931	5,636	38,945	2,32,308	63,663	2,75,686	18,410	30,026	6,64,674	27,92,605
2. (*a*) Percentages* of provincial expenditure included in columns 2—17 to Total Provincial Expenditure on Public Instruction	20·62	21 90	15·60	1·63	...	3 72	63 47	..	6·17	...	2·55	26 35	·07	1·39	36 53	100
(*b*) Percentages* of Local Fund Expenditure, included in columns 2—17 to Total Local Fund Expenditure on Public Instruction	·34	...	29·01	40·41	2·57	·22	73 55	...	...	17·09	2·04	5·87	·17	1·28	26·45	100
(*c*) Percentages* of Municipal Expenditure, included in columns 2—17 to Total Municipal Expenditure on Public Instruction	7·14	...	48·24	38·14	...	...	93·52	...	...	...	5 35	·63	·14	·36	6 48	100
(*d*) Percentages of Total Expenditure in columns 2—17 to Total Expenditure on Public Instruction	8 28	5 18	34 92	24·85	1·94	1 03	76·20	·20	1 39	8 32	2 28	9·87	·66	1·08	23·80	100

1885

EDUCATION, GENERAL TABLE II.

Revised Abstract Return of Expenditure on Public Instruction in North-Western Provinces and Oudh, for the official year 1884-85—(concluded).

(For details see General Table IV.)

		Total Direct Expenditure on Public Instruction.						
		University education.		*School education, general*		*School education, special.*		Total.
		Arts Colleges	Professional Colleges	Secondary Schools	Primary Schools.	Training Schools.	All other special Schools	
1		2	3	4	5	6	7	8
		Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
3. Average annual cost† of educating each pupil in								
Departmental Institutions ...	Cost to Provincial Revenues	171 3 11	...	24 11 6	4 3 7	...	...	97 4 1
	Total cost	194 0 3	...	36 10 9	4 3 7	...	...	114 2 7
Local Fund Schools‡ ...	Cost to Local Funds	250 5 4	...	7 6 4	3 0 7	118 4 9	...	4 2 2
	Total cost	262 5 4	...	9 2 10	3 1 6	118 13 7	...	4 8 6
Municipal Schools‡ ...	Cost to Municipal Funds	...		8 9 7	3 15 3	...	...	4 7 4
	Total cost	...	...	11 7 6	4 10 5	...	...	5 6 4
Other Departmental Institutions.	Cost to Provincial Revenues	...	880 13 5	...	...	...	34 12 0	192 9 0
	Cost to Local Funds	...	...	...	...	...	2 14 1	2 5 6
	Total cost	...	886 10 3	...	...	...	39 7 1	197 7 5
Aided Institutions ...	Cost to Provincial Revenues	108 11 1	19 6 2	5 14 3	0 14 5	...	..	4 14 6
	Cost to Local and Municipal Funds ...	22 6 0	...	6 15 3	3 12 6	27 0 5	5 14 5	5 13 9
	Total cost	333 8 0	75 14 0	37 4 9	12 9 4	76 11 9	11 8 7	30 4 3
Unaided Institutions	Total cost	572 9 9	31 6 7	11 13 6	7 9 4	...	...	14 15 5
All Institutions	Cost to Provincial Revenues	142 11 8	531 10 9	1 10 5	0 0 8	..	27 5 6	1 5 9
	Cost to Local and Municipal Funds ...	10 11 0	...	7 3 2	2 7 8	97 14 0	3 8 5	3 9 11
	Total cost	253 5 9	55 10 1	16 6 3	3 11 11	109 5 6	33 8 0	8 9 9

* The percentages required for 2(*a*), 2(*b*), 2(·) have been calculated from the figures given in columns 7*a*, 7*b*, 7*c*, respectively of General Table IV.

† The annual cost is calculated on the *direct* expenditure only. The average cost of educating each pupil is obtained by dividing the direct expenditure by the average number on the rolls monthly during the year.

‡ The average cost of each pupil in Local Fund and Municipal Schools is to be obtained from the figures given in General Table VII.

EDUCATION, GENERAL TABLE III.

Revised Return of Colleges, Schools and Scholars in North-Western Provinces and Oudh for the official year 1884-85.

Class of institutions.	PUBLIC INSTITUTIONS.							
	UNDER PUBLIC MANAGEMENT.							
	Maintained by the Department.				*Maintained by Local Fund and Municipal Boards*			
	Number of Institutions.	Number of Scholars on the rolls on 31st March, 1885.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions	Number of Scholars on the rolls on 31st March, 1885.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9
Arts Colleges.								
UNIVERSITY EDUCATION. English	2	153	158	143	1	12	12	11
Oriental	1	428	413	371	...	...	...	...
Colleges or Departments of Colleges for Professional Training.								
Law	...	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...
Engineering ...	...	...	...	...	...	...	...	...
Total ...		581	571	514	1	12	12	11
Secondary Schools.								
SCHOOL EDUCATION, GENERAL. For Boys, English ...	1	466	461	401	42	8,847	8,550	7,034
For Boys, Vernacular,	1	60	65	52	431	36,836	33,874	28,836
For Girls, English ...	...	...	...	...	...	...	...	...
For Girls, Vernacular,	...	...	...	...	...	...	...	...
Total ...	2	526	526	453	473	45,183	42,424	35,870
Primary Schools.								
For Boys	1	47	44	23	4,987	1,77,031	1,68,625	1,36,097
For Girls	...	...	...	...	169	3,860	3,842	2,998
Total ...	1	47	44	23	5,156	1,80,891	1,72,467	139,095
Schools for Special Instruction.								
SCHOOL EDUCATION SPECIAL. Training Schools for Masters	...	...	...	...	10	377	380	360
Training Schools for Mistresses	...	...	...	...	2	4	5	5
Schools of Art ...	...	...	...	...	...	...	...	...
Law Schools ...	...	...	...	...	...	...	...	...
Medical Schools ...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools	...	...	...	...	...	...	...	...
Industrial Schools For Males ...	...	...	...	...	...	...	...	...
Industrial Schools For Females...	...	...	...	...	...	...	...	...
Other Schools ...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	12	381	385	365
Total of Colleges and Schools of Public Instruction.	6	1,154	1,141	990	5,642	2,26,467	2,15,288	1,75,341

EDUCATION, GENERAL

Revised Return of Colleges, Schools and Scholars in the North-Western

Class of Institutions.	PUBLIC INSTITUTIONS.—(*concluded*)											
	UNDER PUBLIC MANAGEMENT.				UNDER PRIVATE MANAGEMENT.							
	A.—Aided by the Department. B.—Maintained by other Departments				*Aided by the Department or by Local Fund or Municipal Board.*				*Unaided.*			
	Number of Institutions	Number of Scholars on the rolls on 31st March, 1885	Average number on the rolls monthly during the year	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March, 1885	Average number on the rolls monthly during the year	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March, 1885.	Average number on the rolls monthly during the year	Average daily attendance.
1	10	11	12	13	14	15	16	17	18	19	20	21
UNIVERSITY EDUCATION. *Arts Colleges.* English ...	A1	13	13	12	4	181	186	162	3	26	26	22
Oriental ..	...	...	...	...	1	113	99	86	1	4	5	4
Colleges or Departments of Colleges for Professional Training. Law	A1	35	31	26	1	(a)59	57	36	1	17	17	14
Medicine ...	..	...	.	..	...	...	...	...	...	...	...	...
Engineering ...	B(b)1	155	...	..	.	..	...	..	...	...	...	...
Total ...	3	203	...	.	6	353	342	284	5	47	48	4[illegible]
SCHOOL EDUCATION, GENERAL. *Secondary Schools.* For Boys, English ...	...	...	...	...	65	12,946	12,423	10,453	18	1,745	1,771	1,316
For Boys, Vernacular	...	...	...	...	11	882	842	662	2	191	188	157
For Girls English ..	...	...	...	...	14	1,242	1,202	1,127	1	64	64	56
For Girls Vernacular		.	..		1	48	46	40	...	...	...	...
Total ...	.	...	...	..	91	15,118	14,513	12,082	16	2,000	2,023	1,531
Primary Schools. For Boys	...	..	...	...	115	6,936	6,409	5,116	36	1,382	1,311	1,069
For Girls	.	...	...	..	149	5,069	4,800	3,933	8	226	213	170
Total ..	.	.	...	..	264	12,005	11,209	9,049	44	1,608	1,524	1,239
SCHOOL EDUCATION, SPECIAL. *Schools for Special Instruction.* Training Schools for Masters.	...	...	...	...	1	22	21	20	...	...	...	...
Training Schools for Mistresses.	...	...	...	.	1	92	90	84	...	...	...	...
Schools of Art ...	...	...	...	...	...	...	...	...	...	...	...	...
Law Schools ...	...	...	...	..	...	...	...	...	...	...	...	...
Medical Schools ..	B *1	89	100	95	..	...	...	...	...	...	...	...
Engineering and Surveying Schools.	...	...	...	...	..	...	...	...	...	...	...	...
Industrial Schools. For Males ..	...	...	...	...	1	45	42	40	...	...	...	...
Industrial Schools. For Females	...	...	...	.	1	141	141	127	...	...	...	...
Other Schools ...	B11	757	576	424	...	...	...	...	...	...	...	...
Total ...	12	846	676	519	4	300	294	271	...	...	...	
Total of Colleges and Schools of Public Instruction.	15	1,049	...	...	365	27,776	26,358	21,686	65	3,655	3,595	2,810

PRIVATE INSTITUTIONS.

1. Advanced teaching—
   (a) Arabic or Persian ... ...
   (b) Sanskrit ... ...
   (c) Oriental Classic ... .
2. Elementary teaching a Vernacular only or mainly ... For boys ... / „ girls ...
3. European and Eurasian Schools not conforming to Departmental Standards. For boys ... / „ girls ...
4. Other schools not conforming to Departmental Standards. For boys ... / „ girls ..

Total ...

GRAND TOTAL ...

I.—The term *classical language* in column 25 includes European and
II.—Mixed schools shown as boys' schools or as girls' schools according
III.—Where boys and girls attend the same school, the column shows

TABLE III—(*concluded*).

Provinces and Oudh for the official year 1884-85.

		Number of scholars on the 31st of March, learning.			*Classification of Scholars on the 31st of March according to race or creed.*							
Grand Total of Public Institutions.	Grand Total of Scholars on the 31st of March, 1885.	English.	A classical language.	A vernacular language.	Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Unspecified.			Remarks.
22	23	24	25	26	27*a*	27*b*	27*c*	27*d*	27*e*	27*f*	27*g*	28
11	385	385	321	4	20	4	310	50	1	...	...	
3	545	18	492	53	...	...	481	64	..	...	...	
3	111	17	...	...	2	3	94	12	...	...	...	(*a*) Out of these 45, who are both Arts and Law students, should be deducted from the grand total.
...	...	...	...	...	...	...	...	...	...	...	...	
1	155	...	...	...	61	1	79	14	...	...	...	
18	1,196	450	813	57	83	8	964	140	1	...	...	
121	24,004	21,905	10,667	13,772	931	885	17,428	4,742	48	...	...	(*b*) This college was not shown in the subsidiary forms.
445	37,469	278	5,670	37,362	...	6	28,647	8,813	3	..	...	
15	1,306	1,229	238	775	776	496	31	...	3	...	...	
1	48	9	...	73	...	45	3	...	...	...	...	
582	62,827	23,421	16,575	51,985	1,707	1,402	46,109	13,555	54		...	
5,139	1,85,396	3,624	9,239	1,87,705	468	873	1,57,460	26,459	136	...	...	
326	9,155	510	212	9,427	124	1,146	4 914	2,969	2	...	...	
5,465	1 94,551	4,134	9,451	1.97.132	592	2,019	1.62 374	29,428	138	...	...	
11	399	...	22	55.	...	22	280	97	...	...	...	
3	96	92	...	188	...	92	4	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
1	89	...	...	89	...	15	35	39	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	* This school was not shown in the subsidiary forms.
1	45	...	...	45	...	45	...	...	...	...	...	
1	141	...	...	...	...	141	...	...	...	...	...	
11	757	...	...	757	...	...	671	86	...	...	...	
28	* 1,527	92	22	1,631	...	315	990	222	...	...	...	
6,093	2,60,101	28,097	26,861	2,50.805	2,382	3,744	2,10.437	43,345	193	...	...	162 girls in boys' schools. 41 boys in girls' schools.
1,179	13,499	3	14,728	931	...	...	4,569	8,930	...	...	...	
445	9,136	...	9,130	212	...	...	9 136	...	...	...	...	
133	1,155	4	169	982	...	...	673	482	...	...	..	
(*c*) 4 621	(*c*) 50,230	747	16,811	26,156	...	186	28,549	13,222	272	...	...	(*c*) Including 995 schools and 8,026 scholars, of whom no detai s are given by the Inspector, Oudh.
(*c*) 48	(*c*) 689	...	130	539	...	...	449	140	75	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
2	52	52	...	...	52	...	...	...	...	...	...	
234	4,020	25	1,418	2,586	...	...	3,535	494	...	...	...	
7	515	...	9	506	...	...	483	32	...	...	...	
(*c*) 6,709	(*c*)79,305	825	42,395	31,912	52	186	47,394	23,300	347	...	...	1 girl in boys' schools. 14 boys in girls' schools.
12,802	3,39,406	28,922	69,256	2,82,717	2,434	3,930	2,57,831	66,645	540	...	...	163 total girls in boys' schools. 55 total boys in girls' schools.

Oriental classical languages.
as the number of boys or of girls is greater.
the number of girls in boys' schools and the number of boys in girls' schools.

EDUCATION, GENERAL

Revised Return of Expenditure on Public Instruction in North-

Object of expenditure.	PUBLIC INSTI						
	UNDER PUBLIC						
	Maintained by the Department.						
	Provincial Revenues.	Local rates or cesses.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2a	2b	2c	2d	2e	2f	2
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges.							
UNIVERSITY EDUCATION — English	82,259	...	...	7,558	...	5,113	94,930
Oriental	15,522	...	...	...	...	332	15,854
Colleges or Departments of Colleges for Professional Training.							
Law	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...
Total ...	97,781	...	...	7,558	...	5,445	1,10,784
Secondary Schools.							
SCHOOL EDUCATION, GENERAL — For Boys ... English ...	11,804	...	...	5,021	...	48	16,873
For Boys ... Vernacular ...	1,200	...	...	...	1,217	...	2,417
For Girls ... English ...	...	...	...	...	...	...	...
For Girls ... Vernacular ...	...	...	...	...	...	...	...
Total ...	13,004	...	...	5,021	1,217	48	19,290
Primary Schools.							
For Boys	186	...	...	...	...	...	186
For Girls	...	...	...	...	...	...	...
Total ...	186	...	...	...	...	...	186
Schools for Special Instruction.							
SCHOOL EDUCATION SPECIAL — Training schools for Masters ...	...	...	...	...	...	...	...
Training schools for Mistresses ...	...	...	...	...	...	...	...
Schools of Art	...	...	...	...	...	...	...
Law schools	...	...	...	...	...	...	...
Medical schools	...	...	...	...	...	...	...
Engineering and Surveying schools,	...	...	...	...	...	...	...
Industrial schools... For Males ..	...	...	...	...	...	...	...
Industrial schools... For Females,	...	...	...	...	...	...	...
Other schools	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
Scholarships held in — Arts colleges ...	5,980	...	...	...	...	938	6,918
Professional colleges ...	...	...	...	...	...	...	...
Secondary schools ...	360	...	...	...	...	48	408
Primary schools ...	...	...	...	...	...	...	...
Special schools other than training schools.	...	...	...	...	...	...	...
Buildings	55,300	...	...	...	...	...	55,300
Furniture and apparatus (Special grants only).	327	...	...	...	...	...	327
Miscellaneous	2,193	...	...	...	...	...	2,193
Total ...	64,160	...	...	...	...	986	65,146
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION.	1,75,131	...	...	12,579	1,217	6 479	1,95 406

I.—Fractions of a rupee are omitted.

II.—If the income of any school maintained by the Department (or by a Local or Municipal Board) exceeds the expenditure of the school being thus equalized. If in such school the income from fees or other private column of Remarks.

III.—If the income of any aided school exceeds the expenditure, the excess is proportionately deducted from the sub-head of Fees also. The actual receipts from Provincial Revenues and from Local and Municipal

IV.—In calculating the expenditure from Provincial Revenues or any other Fund, all payments or contributions heads to which they belong.

V.—The expenditure under 'University,' 'Direction' and 'Inspection' is shown only in column 7 and its sub-

VI.—The expenditure on stipends held in Training Schools is shown as part of the expenditure in those schools,

TABLE IV.

Western Provinces and Oudh, for the official year 1884-85.

TUTIONS.

MANAGEMENT.

Maintained by Local Fund and Municipal Boards.							*A.—Aided by the Department. B.—Maintained by other Departments.*						
Provincial revenues.	Local rates or cesses.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues	Local rates or cesses.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
3a	3b	3c	3d	3e	3f	3	4a	4b	4c	4d	4e	4f	4
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	3,004	...	144	...	...	3,148	*A* 1,800	1,608	...	184	938	...	4,530
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	*A* 971	...	...	2,329	1,500	120	4,920
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	*B* 1,36,530	...	...	...	...	900	1,37,430
...	3,004	...	144	...	...	3,148	1,39,301	1,608	...	2,513	2,438	1,020	1 46,880
...	1,67,902	11,585	37,895	1,850	5,378	2,24,610	...	...	...	...	...	...	...
...	1,41,747	6,198	15,459	1,177	1,508	1,66,089	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	3,09,649	17,783	53,354	3,027	6,886	3,90,699	...	...	...	...	...	...	...
...	4,94,674	21,407	4,453	1,580	1,130	5,23 244	...	...	...	...	...	...	...
...	16,515	1,032	...	252	48	17,847	...	...	...	...	...	...	...
...	5,11,189	22,439	4,453	1,832	1,178	5,41,091	...	...	...	...	...	...	...
...	45,381	...	12	...	142	45,535	...	...	...	...	...	...	...
...	164	...	...	...	18	182	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	*B* 22,183	...	...	...	...	288	22,471
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	*B* 1,308	1,950	...	935	...	...	4,193
...	45,545	...	12	...	160	45,717	23,491	1,950	...	935	...	288	26,664
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	228	...	...	117	345	192	...	...	...	...	...	192
...	...	...	...	...	...	...	595	...	...	...	...	...	595
4,559	26,036	3,298	...	737	1,747	36,377	...	...	...	...	...	...	...
...	160	...	...	...	...	160	...	...	...	...	...	...	...
(*d*)188	...	...	...	...	...	188	72	...	...	...	...	...	72
...	78,335	300	...	...	97	78,732	10,000	...	...	...	...	...	10,000
...	1,935	102	6	...	...	2,043	...	...	...	...	...	...	...
949	17,321	253	1,182	...	73	19,778	...	...	...	...	...	...	...
5,696	1,23,787	4,181	1,188	737	2,034	1,37,623	10,859	...	...	...	...	...	10,859
5,696	9,93,174	44,403	59,151	5,596	10,258	11,18,278	1,73,651	3,558	...	3,448	2,438	1,308	1,84,403

expenditure, the return of Government (or Local or Municipal) expenditure is reduced accordingly, the income and sources alone exceeds the expenditure, the excess income and the sources from which it is derived is shown in the

sub heads of Endowments, Subscriptions, and other sources; or, if the receipts from those sources are insufficient, from Funds should be shown in full.

from Fees or other sources credited to that Fund are deducted. Such payments are shown as expenditure under the sub-

divisions, and not in the preceding columns.

not under the head of scholarships.

EDUCATION, GENERAL

Revised Return of Expenditure on Public Instruction in North-

Object of expenditure.	PUBLIC INSTI						
	UNDER PRIVATE						
	Aided by the Department or by Local Fund or Municipal Boards.						
	Provincial Revenues	Local rates or cesses.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	5a	5b	5c	5d	5e	5f	5
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges.							
UNIVERSITY EDUCATION. English	27,884	...	5,061	5,260	295	49,877	88,377
Oriental	2,707	...	...	21	...	3,748	6,476
Colleges or Departments of Colleges for professional Training.							
Law	735	...	...	582	...	440	1,757
Medicine	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...
Total ...	31,326	...	5,061	5,863	295	54,065	96,610
Secondary Schools.							
SCHOOL EDUCATION, GENERAL. For Boys ... English ...	68,065	63,205	15,654	79 188	25,315	1,25,393	3,76,820
For Boys ... Vernacular ...	1,200	2,570	240	849	1,465	2,592	8,916
For Girls ... English ...	16 200	18,156	510	50,468	2,312	66,869	1,54,515
For Girls ... Vernacular ...	...	540	...	...	...	540	1,080
Total ...	85,465	84,471	16,404	1,30,505	29,092	1,95,394	5,41,331
Primary Schools.							
For Boys	3,560	20,357	3,494	10,864	13,022	18,016	69,613
For Girls	6,240	17,438	1,093	7,503	6,644	32,560	71,478
Total ...	10,100	37,795	4,587	19,367	19,666	50,576	1,41,091
Schools for Special Instruction.							
SCHOOL EDUCATION SPECIAL. Training schools for Masters ...	...	600	...	...	...	1,506	2,106
Training schools for Mistresses ...	...	2,400	...	1,148	1,200	1,664	6,412
Schools of Art	...	...	...	...	...	...	...
Law schools	...	...	...	...	...	...	...
Medical schools	...	...	...	...	...	...	...
Engineering and Surveying schools,	...	...	...	...	...	...	...
Industrial schools... For Males...	...	600	...	...	...	312	912
Industrial schools... For Females,	...	480	...	...	720	...	1,200
Other schools	...	...	...	...	...	...	...
Total ...	...	4,080	...	1,148	1,920	3,482	10,630
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
Scholarships held in Arts colleges ...	2,851	...	45	...	1,709	6,419	11,024
Professional colleges ...	...	...	...	...	...	...	...
Secondary schools ...	1,323	1,536	220	272	1,221	2,520	7,092
Primary schools ...	...	...	...	...	112	...	112
Special schools other than training schools.	...	...	...	...	...	...	...
Buildings	1,00,910	1,396	143	350	609	27,901	1,31,309
Furniture and apparatus (Special grants only).	150	300	...	248	...	14,834	15,532
Miscellaneous	...	...	...	265	314	1,058	1,637
Total ...	1,05,234	3,232	408	1,135	3,965	52.732	1,66,706
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION.	2,32,125	1,29,578	26,460	1,57,018	54,938	3,56,249	9,56,368

(a) Including Rs. 77 on account

(c) Fee receipts amounted to R

(d) These are Middle Class Ex

(e) Includes Rs. 4,786 on accoun

TABLE IV—(*concluded*).

Western Provinces and Oudh, for the official year 1884-85.

TUTIONS.									
MANAGEMENT.				*Total Expenditure from—*					GRAND TOTAL.
Unaided.									
Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	Local rates or cesses.	Municipal funds.	Fees.	All other sources.	
6a	6b	6c	6	7a	7b	7c	7d	7e	7
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
657	...	15,734	16,391	1,11,943	4,612	5,061	13,803	71,957	2,07,376
83	22	(a) 1,255	(a) 1,360	18,229	...	...	104	5,357	23,690
534	...	...	534	1,706	...	...	3,445	2,060	7,211
...	...	...	...	...	...	...	...	...	...
...	...	...	...	1,36,530	...	...	...	900	1,37,430
1,274	22	16,989	18 285	2,68,408	4,612	5,061	17,352	80,274	3,75,707
2,101	3,968	15,895	21,964	79,869	2,31,107	27,239	1,24,205	1,77,847	6,40,267
240	360	...	600	2,400	1,44 317	6,438	16 548	8,319	1,78,022
...	1,400	...	1,400	16,200	18,156	510	50,468	70,581	1,55,915
...	...	...	...	...	540	...	...	540	1,080
2,341	5,728	15,895	23,964	98,469	3,94,120	34,187	1,91,221	2,57,287	9,75,284
357	3,705	5,022	9.084	4,046	5,15,031	24,901	15,674	42,475	6,02,127
...	1,824	653	2,477	6,240	33,953	2,125	7,503	41,981	91,802
357	5,529	5,675	11,561	10,286	5,48,984	27,026	23,177	84,456	6,93,929
...	...	...	...	...	45,981	...	12	1,648	47,641
...	...	...	...	...	2,564	...	1,148	2,882	6,594
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	22,183	...	...	...	288	22,471
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	600	...	...	312	912
...	...	...	...	...	480	...	...	720	1,200
...	...	...	...	1,308	1,950	...	935	...	4,193
...	...	...	...	23,491	51,575	...	2,095	5,850	83,011
...	...	...	...	...	...	...	(c) 5,636	...	(c) 5,636
...	...	...	...	38,945	...	...	...	...	38,945
...	...	...	...	...	2,32,269	...	...	39	2,32,308
...	...	96	96	9,023	...	273	...	9,279	18,575
...	...	...	...	595	...	...	...	...	595
...	...	84	84	6,242	27,572	3,518	272	6,357	43,961
...	...	...	...	...	160	...	...	112	272
...	...	...	...	260	...	...	...	...	260
...	36	309	345	1,66,210	79,731	443	350	28,952	2,75,686
...	14	494	508	477	2,235	102	254	15,342	18,410
54	48	677	779	(e) 8,781	17,321	253	1,501	2,170	30,026
54	98	1,660	1,812	2,30,533	3,59,288	4,589	8,013	62,251	6,64,674
4,026	11,377	40 219	55,622	6,31,187	13,58,579	70,863	2,41,858	4,90,118	27,92,605

of Municipal grant.

18,120.

amination Scholarships given in Normal Schools.

of newspaper charges, and Rs. 853 on account of purchase of books, which are not shown in the details.

EDUCATION, GE'

Revised Return of the Stages of Instruction of Pupils in Public Schools for General

Class of schools.		Number of schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination. 1			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage. 2		
				Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools.									
For boys — Departmental,	English ...	1	466	61	...	61	168	...	168
	Vernacular,	1	60	32	...	32	28	...	28
Local Fund ...	English ...	36	8,504	575	...	575	2,505	...	2,505
	Vernacular,	429	36,041	81	...	81	5,245	...	5,245
Municipal ...	English ...	6	343	...	...	...	54	...	54
	Vernacular,	2	295	...	...	...	28	...	28
Aided ...	English ...	65	12,946	846	...	846	2,955	1	2,956
	Vernacular,	11	882	158	...	158	272	...	272
Unaided ...	English ...	13	1,745	33	...	33	328	...	328
	Vernacular,	2	191	...	...	...	14	...	14
Total ...		566	61,473	1,786	...	1,786	11,597	1	11,598
For girls — Aided ...	English ...	14	1,242	...	30	30	...	278	278
	Vernacular,	1	48	...	...	...	...	2	2
Unaided ...	English ...	1	64	...	...	...	...	7	7
	Vernacular,	...	...	...	...	...	...	...	...
Total ...		16	1,354	...	30	30	...	287	287
Total, Secondary Schools ...		582	62,827	1,786	30	1,816	11,597	288	11,885
Primary Schools.									
For boys — Departmental ...	...	1	47	...	...	...	...	...	...
Local Funds ...	...	4,873	1,72,115	...	...	...	...	...	...
Municipal ...	...	114	4,916	...	...	...	...	...	...
Aided ...	...	115	6,936	...	...	...	...	...	...
Unaided ...	...	36	1,382	...	...	...	...	...	...
Total ...		5,139	1,85,396	...	...	...	...	...	...
For girls — Departmental ...	...	...	...	...	...	...	...	...	...
Local Fund ...	...	159	3,604	...	...	...	...	...	...
Municipal ...	...	10	256	...	...	...	...	...	...
Aided ...	...	149	5,069	...	...	...	...	...	...
Unaided ...	...	8	226	...	...	...	...	...	...
Total ...		326	9,155	...	...	...	...	...	...
Total, Primary Schools ...		5,465	1,94,551	...	...	...	...	...	...
Grand Total ...		6,047	2,57,378	1,786	30	1,816	11,597	288	11,885

* Including 23 of whom
(b) Including 224 of whom
(d) Difference of 5 not ex

NERAL TABLE V.

Education in North-Western Provinces and Oudh, at the end of the official year 1884-85.

Upper Primary Stage.			Lower Primary Stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Comprising all pupils who have not passed beyond the Lower Primary Stage.								
			Reading Printed Books.			Not reading Printed Books.					
3			4			5					
Boys.	Girls.	Total	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
112	...	112	125	...	125	...	...	...	466	...	466
...	...	...	...	...	...	...	...	...	60	...	60
1,727	...	1,727	3,589	...	3,589	108	...	108	8,504	...	8,504
7,557	...	7,557	19,031	...	19,031	4,127	...	4,127	36,041	...	36,041
70	...	70	177	...	177	42	...	42	343	...	343
49	...	49	138	...	138	80	...	80	295	...	295
2,428	14	2,442	6,157	22	6,179	523	...	523	12,909	37	12,946
133	...	133	238	...	238	81	...	81	862	...	882
294	...	294	792	...	792	74	...	74	(b) 1,745	...	1,745
9	...	9	25	...	25	120	...	120	*191	...	191
12,379	14	12,393	30,272	22	30,294	5,155	...	5,155	61,436	37	61,473
...	361	361	1	464	465	...	108	108	1	1,241	1,242
...	9	9	...	22	22	...	15	15	...	48	48
...	22	22	...	20	20	...	15	15	...	64	64
...	...	...	...	...	...	...	...	...	...	...	...
...	392	392	1	506	507	...	138	138	1	1,353	1,354
12,379	406	12,785	30,273	528	30,801	5,155	138	5,293	61,437	1,390	62,827
...	...	...	47	...	47	...	...	...	47	...	47
29,987	...	29,987	1,14,762	...	1,14,762	27,366	...	27,366	1,72,115	...	1,72,115
415	...	415	3,185	...	3,185	1,316	...	1,316	4,916	...	4,916
772	11	783	4,742	13	4,755	1,345	48	1,393	(d) 6,864	72	6,936
149	...	149	1,052	...	1,052	181	...	181	1,382	...	1,382
31,323	11	31,334	1,23,788	13	1,23,801	30,208	48	30,256	1,85,324	72	1,85,396
...	...	...	...	...	...	...	...	...	...	...	...
...	184	184	...	2,538	2,538	...	882	882	...	3,604	3,604
...	...	...	...	156	156	...	100	100	...	256	256
...	365	365	10	3,697	3,707	...	997	997	10	5,059	5,069
...	25	25	...	191	191	...	10	10	...	226	226
...	574	574	10	6,582	6,592	...	1,989	1,989	10	9,145	9,155
31,323	585	31,908	1,23,798	6,595	1,30,393	30,208	2,037	32,245	1,85,334	9,217	1,94,551
43,702	991	44,693	1,54,071	7,123	1,61,194	35,363	2,175	37,538	2,46,771	10,607	2,57,378

no details are given.*
no details are given.
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ORDERS OF GOVERNMENT.

No. $\frac{17E.}{III-48}$ OF 1887.

FROM

THE SECRETARY TO GOVERNMENT,

N.-W. PROVINCES AND OUDH,

TO

THE DIRECTOR OF PUBLIC INSTRUCTION,

N.-W. PROVINCES AND OUDH.

DATED ALLAHABAD, THE 7TH JANUARY, 1887.

SIR,

EDUCATIONAL DEPT.

I AM directed to acknowledge the report on Public Instruction in the North-Western Provinces and Oudh for the year 1885-86.

2. The report is dated 2nd October, and left the Press on the 4th November. In last year's review you were invited to make representations in order that the date by which your report should be submitted might be definitely settled; but these have not yet been received.

3. You have, in accordance with the instructions conveyed to you last year, reduced the volume containing your report to less than one-third of its former bulk by the omission of quotations from district reports, reprints of examination papers, and other matter which, although departmentally interesting, it was unnecessary to reproduce at length for the information of Government. Your own report is somewhat longer than the last, and contains a detailed explanation of all the essential facts in the history of education in institutions controlled by your department.

4. The general tables prescribed by the Government of India are brought down to the 31st March, 1886; but an account is added of the results of the annual university and departmental examinations, and the history of your department comes down to the end of the academic year in June. This is the second year for which the general tables have been in use, and the results of this can be compared with those of the year before for which you furnish corrected figures.

5. The number of schools of all classes, and the number of scholars which attended them, are compared in the following table :—

Class of school.	*Number of schools.*		*Number of scholars.*			
	1884-85.	1885-86.	1884-85.		1885-86.	
			Male.	Female.	Male.	Female.
A.—PUBLIC INSTITUTIONS.						
Arts colleges	14	15	930	...	992	2
Professional colleges	4	4	266	...	281	...
Secondary schools	582	609	61,473	1,354	63,145	1,668
Primary schools	5,465	5,405	185,396	9,155	177,854	9,393
Special training schools ...	14	13	399	96	376	4
Other special schools	14	23	891	141	1,495	120
	6,093	6,069	249,355	10,746	244,143	11,187
B.—PRIVATE INSTITUTIONS.						
Advanced	1,757	2,180	23,790	...	22,051	...
Elementary... ...	4,952	5,052	54,259	1,256	55,523	1,288
	6,709	7,232	78,049	1,256	77,574	1,288
Total	12,802	13,301	327,404	12,002	321,717	12,475

There has been a slight decrease in the numbers attending primary classes, which you explain to be nominal and due in part to the elimination of fictitious entries. On the other hand the attendance at the higher classes of schools is rather larger, and the number of female scholars shows a substantial increase. About 94 in every 1,000 of the male and four of the female population of a school-going age receive a school education of some kind, and of these nearly three-fourths attend institutions supported in whole or in part by Government. Any information that could be furnished as to the character of the education given at the schools which are supported entirely by private efforts, and the classes of the population from which their scholars are drawn, would be of great value.

6. The next table shows the numbers in each 10,000 of the population of a school-going age (assumed, for the purposes of this calculation, at 15 per cent. of the male population) which are sent to school by the Hindus and Muhammadans respectively :—

Public institutions.	1884-85.				1885-86.			
			Per 10,000.				Per 10,000.	
	Hindus.	Muhammadans.	Hindus.	Muhammadans.	Hindus.	Muhammadans.	Hindus.	Muhammadans.
University	964	140	3·14	3·04	1,036	144	3·44	3 16
Secondary	46,109	13,555	154	298	47,319	13,898	157	306
Primary	162,374	29,428	543	650	157,342	27,889	524	617
Total ...	209,447	43,123	700	951	205,697	41,931	684	927
Private	47,394	23,300	158	515	49,858	28,475	167	623
GRAND TOTAL ...	256,841	66,423	858	1,466	255,555	70,406	851	1,550

The figures show a great predominance of Muhammadans, in proportion to the numerical strength of their total population, at private and secondary schools. To the first they contribute nearly four times as many pupils in proportion to their numbers as the Hindus, and to the second nearly twice. The considerable increase in the numbers attending private schools, both Hindus and Muhammadans, but especially the latter, does not appear to be wholly accounted for by the inclusion within the range of your observation of establishments hitherto overlooked, and it is a fact of much interest in its bearing upon the general tendencies and the gradual expansion of private instruction.

7. The expenditure, direct and indirect, was Rs. 29,17,186 against Rs. 27,92,605 in the previous year, and may be thus compared :—

		From public funds.	From other sources.	Total.
		Rs.	Rs.	Rs.
1885	Direct	13,99,945	7,27,986	21,27,931
	Indirect	5,89,821	74,853	6,64,674
	Total ...	19,89,766	8,02,839	27,92,605
1886	Direct	13,68,621	7,67,677	21,36,298
	Indirect	5,64,475	2,16,413	7,80,888
	Total ...	19,33,096	9,84,090	29,17,186

A total increase of Rs. 1,24,581 has been more than met by an advance of Rs. 1,81,251 in the contributions from other sources, and the net cost to the State has been reduced by Rs. 56,670. An increase amounting to nearly 10 per cent. in the income derived from fees is satisfactory.

8. The distribution of the direct expenditure between the various grades of pupils at public educational establishments (omitting the professional colleges at Roorkee and Agra, the law classes, and special schools) was as follows :—

	1885.	1886.	Percentage to total.	
			1885.	1886.
	Rs.	Rs.		
University	2,31,066	2,05,511	12·2	10·7
Secondary	9,75,284	10,47,449	51·3	54·6
Primary	6,93,929	6,66,279	36·5	34·7
Total	19,00,279	19,19,239	100	100

The inclusion under the second head of all schools in which there are any, though perhaps only a few, secondary pupils deprives these figures of much of their value ; but the same defect attaches to the returns of both years, and your report leaves no doubt as to the great and increasing demand that exists for a sound middle class education. The accommodation at zila, tahsíli, and town schools was utilized to the fullest extent, and the boarding-houses were crowded. The extension of secondary education has in fact been the chief feature in the history of your department for the year.

9. The indirect expenditure rose during the year under report to Rs. 7,80,888, and amounted to nearly 27 per cent. of the whole sum disbursed by your department. More than the whole of the increase was contributed from private sources, and the net cost to Government was Rs. 25,000 less than it had been in the preceding year. The

following table compares the various items of expense under this head :—

	1885.	1886.	Percentage to total expenditure of department.	
			1885.	1886.
	Rs.	Rs.		
University	5,636	11,582	·2	·4
Direction	38,945	40,708	1·43	1·39
Inspection	2,32,308	2,45,346	8·27	8·4
Scholarships	63,663	91,183	2·27	3·11
Building	2,75,686	3,26,428	9·22	11·2
Apparatus and miscellaneous	48,436	65,641	1·73	2·25
Total ...	6,64,674	7,80,888	23·12	26·75

The principal increase is again under the heads of buildings and scholarships on which, in the year ending March, 1884, the expenditure had been Rs. 1,18,435 and Rs. 56,533 respectively. A portion of the increase under the head of scholarships is explained by the transfer of Rs. 9,100 which is paid for this purpose at the Agra Medical School to your accounts. A great part of the remaining increase is accounted for by the outlay on college scholarships, which in the year under report was Rs. 18,459 against Rs. 7,674 in 1884.

10. The following account of the total cost and the cost to Government of each pupil in departmental institutions and institutions aided and inspected by the department, is taken from your report:—

Class of institution.	Total cost.		Cost to Government.	
	1884-85.	1885-86.	1884-85.	1885-86.
GOVERNMENT.	Rs.	Rs.	Rs.	Rs.
Colleges	195·4	149·2	172·8	135·4
Secondary	9·5	9·2	7·5	7·2
Primary	3·1	3·1	2·9	2·9
Special	118·7	118·7	118·3	118·6
AIDED.				
Colleges	274·7	243·1	92·5	80·4
Secondary	37·3	37·0	11·7	10·8
Primary	12·6	12·1	4·2	4·2
Special	36·1	18·8	13·9	6·1
Total ...	7·8	7·8	5·1	4·9

The comparison here made between the cost per pupil of secondary education at Government and aided schools is likely to convey a false impression, as the figure in the first case is reduced by the inclusion of the town and tahsíli schools. The relative cost per pupil at anglo-vernacular schools only (to which class nearly all the aided schools belong) is Rs. 23 in the first case and Rs. 11 in the second. It is probable, as you point out, that the present charge for a university education might be considerably lessened by a reduction in the numbers of the superior educational staff, and the concentration of the pupils at one or two colleges; but such a measure would be sure to check the expansion of higher education which there is every reason

to expect, and which would effect the same result in a more desirable manner. Besides the provision which is made in anticipation for the increasing number of students, the maintenance of a not excessive number of centres for university teaching has many other advantages. The risk of extinguishing local peculiarities of thought and character is diminished; the inconveniences of long journeys to college and the removal of the pupils from the sphere of the influences of their home and their caste-fellows are avoided; and the rivalry which is encouraged between the various colleges is likely to be of considerable service to education generally.

11. The statistics for the year show an increasing demand for a university education. The number of affiliated colleges remained the same; but two high schools, one of which is for girls, have been added to the six in which college classes were previously maintained, and the total number of under-graduates rose from 383 to 448. The number of students in all departments of the colleges, which had been 1,041 on the 31st March, 1885, was 1,121 at the end of the year under report. Only two out of eight candidates for an M. A. degree succeeded; but in every other class, as is shown by the following figures, the results were re-assuring:—

	Candidates.		Passed.		Increase per cent.	
	1885.	1886.	1885.	1886.	Candidates.	Passed.
B. A.	47	84	38	51	72	32
F. A. and F. B. A. ...	126	164	78	91	30	17
Entrance	723	719	208	238	...	14

It is observed that 18 of the successful candidates at the F. A. examination were Muhammadans, as compared with only 8 in the preceding year. The proportion of successful to the whole number of candidates for a B. A. degree from these provinces compares well with the results of the examination for the whole university, having been 60 in the first case and only 54 in the second—a fact which speaks well for the average intellectual capacity of the candidates from our colleges. The success of our students in the science course, where 66 per cent. passed against an average of 36 per cent. for the whole university, is very remarkable.

12. The increase in the number of pupils attending the Benares Sanskrit College and the very large territorial area from which they are drawn, compared with the decline of the Oriental departments at Lucknow and Aligarh, would appear to indicate a revival of interest in Sanskrit studies by comparison with other branches of eastern learning. The large number of self-supporting students which attend the Benares College is an evidence of its popularity, and the Lieutenant-Governor observes with interest the progress of the experiment of inducing the students of Sanskrit to undergo instruction in English, with the object of eventually qualifying them to pursue the higher branches of their special studies with the assistance of European erudition.

13. The best results were obtained at the university examination by the Muir and the Agra Colleges. In the former out of a total of 23 candidates 15 took their B. A. degree and 11 of those with honors; in the latter of 7 candidates 6 passed, and 5 with honors. The great increase in the attendance, and the improved efficiency of the teaching at the Agra College since the introduction of the revised arrangements, are highly to the credit of the Principal, Mr. Thomson, and of the managing committee. The Aligarh College, though not successful in the B. A. examination, did well in the First Arts stage, and the Lieutenant-Governor concurs with your estimate of the admirable work it is doing by its influence on the character of its students, and the breadth and liberality of view which distinguish its guidance. The success of the London Misssion School at Benares deserves special commendation. In the department for teaching law there is a small increase in the attendance of pupils, which, however, is confined to the class at Allahabad under Mr. Reid, whose lectures appear to be much appreciated.

14. The new buildings for the Muir Central College were opened during the year, and it is hoped that the College, with its staff and its ample hall and class-rooms, may before long furnish provisional accommodation and establishment for a separate university in these Provinces.

15. The middle examinations were held under revised rules, and the examination fees trebled. Some slight alterations were made in the standards, and greater uniformity secured by entrusting the entire management of the anglo-vernacular branch to Mr. Wright and of the vernacular to Dr. Thibaut. The result at the anglo-vernacular examination was that while 2,008 candidates presented themselves against 1,682 in the previous year, only 785 passed against 787. The failures occurred principally in second language subjects and mathematics: in English there was considerable improvement.

16. In the middle vernacular examination there was great increase in the number of candidates, chiefly on account of the orders of Government requiring persons in the public service to pass this test. Out of 1,082 of this class of candidates who were generally of a mature age, and had received their education at private institutions, only 154 passed. The proportion of passes both from Government and aided schools was better than in the previous year; but here again the results indicated defective teaching in mathematics. The superior success of the candidates who wrote their answers in Nagri over those who used the Persian character is very remarkable. The relative proportions of passes to candidates for each class for the past two years have been—

	1885.	1886.
Nagri	42	50
Persian	30	32

17. The changes in the controlling staff were the appointment of Mr. Wright to officiate as Principal of the Muir College on the death of Mr. Harrison and of Pandit Lakshmi Shankar Misr to officiate as

Inspector on the retirement on pension of Rai Durga Parshad; Mr. Constable undertook the special duty of examining European and Eurasian schools; and the duties of the Meerut Inspectorship were performed by Munshi Piare Lal. Some transfers took place among the Inspectors. The financial control of the zila schools was transferred from district boards to the department, and the boards retained the management of 5,216 primary and secondary schools for boys and 160 girls' schools. The Lieutenant-Governor is glad to learn that there are causes at work which are likely to increase the interest (which it may be feared has hitherto not been so strong as could be desired) shown by the boards in this department of their duties. The enforcement of a low educational qualification as a preliminary to Government service has induced many non-official members to look into the efficiency of the tahsíli and town schools, and it is satisfactory to learn that some members concern themselves about the schools of the villages in which they reside. The time has not, however, arrived when any relaxation of the care with which the Deputy Inspectors are selected could be safely permitted. The influence of those officers is strongly brought out by the fact that throughout your report the good or bad condition of the schools in the different districts is almost invariably referred to the energy or incompetency of the Deputy Inspectors in charge. Mr. Deighton's remarks on the mechanical way in which many of them perform their duties prove that no pains should be spared to procure Deputy Inspectors capable of taking, and inspiring among the boys, some genuine interest in the advancement of learning in these schools.

18. The results of the teaching at the zila schools for the year under report have on the whole been satisfactory. Though, as has already been noted, there was very small decrease in the total number of candidates sent up for the Entrance examination from the whole of the Provinces, the falling-off has been altogether confined to private and aided schools, and the numbers sent up by Government schools have risen from 281 to 301, while the proportion of successful candidates has increased in a much larger ratio. The percentage of passes to the total number of candidates has, as you point out, been rather higher this year in the North-Western Provinces than in Oudh; but in the proportion of both candidates and passes to the total population the younger Province is still in advance. You notice the excellent results obtained at Sháhjahánpur, Fyzabad, and Sultanpur, where for the last six years one pupil has pased the Entrance examination for every four in the high section; and the work of Bábu Madhusudan Mukharji at Sultanpur is mentioned as being especially creditable. Mr. Lloyd is of the opinion that the experiment of teaching mathematics, history, and geography in the middle stage through the medium of the vernacular has not been a success, and that it puts the students at a disadvantage when they reach the higher stages of their education. The subject is one which deserves your careful attention, and you should endeavour to ascertain whether there are any indications of a growing preference for an English as compared with a vernacular course of training. In the middle examinations the Government schools

show the same superiority over aided and private schools, and with less than 55 per cent. of the total number of candidates contribute 72 per cent. of the successful examinees. The great rise in the numbers sent up for the anglo-vernacular examination by Government schools is partly accounted for by a new rule which compels masters to enter every pupil in their middle classes instead of selecting those whom they considered to be sufficiently prepared. The demand for accommodation at the boarding-houses, and the very large proportion (920 out of a total of 1,184) of self-supporting boarders, are evidences of a growing tendency to send boys to the best schools, to collect round the centres of education, and to take trouble and spend money in order to get the best teaching within reach. It is much to be hoped that in a short time all boarders will pay for their accommodation, since there is no reason why it should continue much longer to be supplied gratis at the public expense, and it is probable that a considerable extension might be given to the system at little or no additional cost to the State. The subject of providing trained teachers is one that requires attention.

19. Of the aided institutions for the secondary education of native boys, 17 high schools and 11 middle were maintained by Missionaries, and the average attendance of scholars was 3,987 at the first and 1,271 at the second. A large proportion, which you do not exactly define, of the 57 aided primary schools mentioned in your 120th paragraph was managed by the same agency. The success attained by these schools in the Entrance and middle examinations is not high, but many of them appear to be doing good work in educating boys up to the upper primary stage, at which they may be presumed to have gained a sufficient knowledge of reading and writing to be of service to them in after-life.

20. Six aided high schools and 16 middle schools, with an average attendance of 1,363 and 1,578 boys respectively were controlled by native committees, and attained rather better results than the missionary schools at the higher examinations, their proportion of passes to candidates at the middle examinations having been very little inferior to that of the Government schools.

21. The cost to the public funds for each pupil, which averaged in the high and middle schools under Government management Rs. 23, was Rs. 11 in the mission schools and Rs. 7 in those under committees. The distribution of the grant-in-aid among the individual schools does not appear to bear any fixed proportion either to the numbers of their pupils or to the cost of tuition as measured by their position in the examination lists; but though some re-adjustment appears certainly to be required, it should be effected with a due regard to the circumstances of each school and the needs it is designed to provide for.

22. You are right in thinking that the tahsíli and town schools which are under the control of district boards are of especial interest and importance, providing as they do a form of education which is likely to be of wide practical value to the middle classes of the population. The total number of scholars attending them was 24,979, of whom 6,579 were in the middle stage: the corresponding figures for 1885

having been 23,689 and 5,301. You submit the returns from this class of school to a searching analysis, which affords a fair criterion of their relative efficiency in each Division. It would appear from the figures given in appendix VII, that the proportion borne by the total number of the pupils on their rolls to the total strength of the school-going population differs very little in Agra, Rohilkhand, Oudh, Allahabad, and Meerut, but falls in Benares to little more than half the average figure attained in those Divisions. When, however, the returns are tested with reference to the number of pupils to every hundred in the lowest class who have passed the upper primary or middle standard, and the numbers who have passed the middle examination, the results are different, as may be seen from the following table. The Divisions are arranged in the order of the relative numbers which they contribute to the schools :—

Division.	Upper primary.	Middle.	Percentage of passes.	Combined figure.
Agra	70	62	54	186
Rohilkhand	68	55	38	161
Oudh	61	40	51	152
Allahabad	59	45	63	167
Meerut	64	48	37	149
Benares	66	46	59	171

From this it would appear that both in its general effect on the population, and in respect of the efficiency with which its pupils are taught, Agra ranks first. Benares, which comes last by the first test, is second by the other; while Meerut and Oudh are slightly below the rest in the matter of efficient teaching. The standard of education rose in every Division except in Meerut, where the proportion borne by the upper to the lower classes remained stationery. Every other Division shows a very marked advance in vernacular secondary education, and the improvement in the Benares Division was as much as 55 per cent. Of 1,641 boarders, drawn almost exclusively from Agra, Benares, Allahabad, and Oudh, as many as 876 were entirely self-supporting.

23. The condition of primary schools as gathered from the departmental inspections has received your careful criticism, and though the results are not entirely trustworthy, for want of a common standard of examination, they give some insight into the comparative progress which has been made in each Division. In spite of a small decrease in the total attendance, the proportion of pupils in the upper primary classes, where the education given is likely to prove of lasting service,

has risen from 17·2 to 19·5 per cent. on the whole number of scholars. The different Divisions are compared in the following table:—

Division.	Total scholars.	In upper primary.	Per 10,000 of male population from 10—14 years old.	
			Total.	Upper primary.
Oudh	45,735	10,273	646	145
Allahabad	23,526	5,480	640	158
Benares	30,254	5,262	400	85
Agra	20,465	4,826	585	138
Rohilkhand	17,502	3,035	504	87
Meerut	19,510	2,844	506	78
Kumaun	8,138	778	133	13
Jhánsi	8,812	520	67	9

These figures indicate with sufficient clearness the directions in which attention to this class of education is required. The differences, which are very considerable, are not explicable by any general cause, and it is difficult to resist the inference that they are to be traced in more or less degree to variations in the extent and character of the departmental supervision, and of the attention paid to primary education by the officers of the general administration. No other explanation seems possible of the marked inferiority of the Benares Division when compared with the neighbouring Divisions of Allahabad and Oudh, where the population is of the same stock, and of about equal density, and this conjecture is corroborated by your account of the result of the closer inspection to which the Benares schools have this year been subjected. One result was to discover "an extremely low standard of efficiency in the tuition of the upper primary stage in every district of the Division" (paragraph 113 of the report); while false registration and nominal attendance appear to have prevailed to an extent that is certainly not creditable to those who were responsible in the matter. It is much to be hoped that the exertions of the newly-appointed Inspector, Pandit Lakshmi Shankar Misr, may before long secure a substantial improvement. The backwardness of the Meerut and Rohilkhand Divisions is not satisfactory. Mr. Deighton's remarks and criticisms on the defects in the ordinary practice of subordinate inspection were well worth extracting in your report; and the Lieutenant-Governor trusts that they may be turned to good account for the guidance of the Inspectors and the improvement of the system.

24. Of the 32 institutions for the special education of men, 11 were normal schools, which supply many of the masters for primary and lower secondary schools. From this point of view they are of considerable importance to the working of your department, and it may be hoped that you may soon be able to introduce the improved system which you have in contemplation. The patwáris' schools, which have increased in number from 11 to 19, are examined by the Deputy Inspectors, but managed by the Department of Agriculture and Commerce. If efficiently conducted, they should prove of great advantage to the general revenue administration of the Provinces.